DOCUMENT RESUME

ED 180 561 JC 800 070

AUTHOR Yarrington, Roger, Ed.
TITLE Strengthening Humanities in Community Colleges. National Assembly Report.
INSTITUTION American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE 80
NOTE 125p.: Papers presented at an American Association of Community and Junior Colleges Conference (Warrenton, VA, November 4-6, 1979). Photographs have been deleted
AVAILABLE FROM American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($5.00)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS College Role: Community Colleges: Community Involvement: Community Support: *Curriculum Development: Curriculum Problems: Educational Finance: Educational Objectives: Energy: Enrollment Trends: Grading: *Humanities: *Humanities Instruction: *Junior Colleges: Language Instruction: Mass Media: Research Needs: State Agencies: Teacher Attitudes: Vocational Education

ABSTRACT

Based on the deliberations and outcomes of the National Assembly on the Strengthening of the Humanities, this report contains recommendations for the improvement of humanities education in community colleges. The first article in the report, "Reviving the Humanities: Data and Direction," by Arthur M. Cohen and Florence B. Brawer, provides background to the problem based on a study of humanities curricula and instruction nationwide and makes suggestions to improve the situation. Also included are: "The Humanities: Time for a New Approach," by Leslie G. Koltai: "Community Forums: A Boost for the Humanities," by Diane U. Eisenberg: "Work, Jobs, and the Language of the Humanities," by Myron A. Marty: "The Humanities: State-Level Agencies," by John N. Terrey: "Reinvigorating the Humanities: Does Finance Have a Role?" by David W. Breneman and Susan C. Nelson: and "Report of the National Planning Workshop, Community College Humanities Association," by David D. Schmeltekopf. A summary of the recommendations formulated during group discussions held at the Assembly is included, as well as a list of the Assembly participants. (JP)

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Strengthening Humanities In Community Colleges

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American Association of Community and Junior Colleges

Strengthening Humanities
In Community Colleges

National Assembly Report

Edited by Roger Yarrington

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American Association of
Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Printed in U.S.A.

Price: $5.00

Photographs by Bill Burke

ISBN 0-871117-094-9

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Introduction

Humanities in the community college need help. That's the conclusion of research conducted by the Center for the Study of Community Colleges at the University of California, Los Angeles—and that is why the National Assembly on the Strengthening of the Humanities was convened November 4-6 at Airlie House in Warrenton, Virginia.

This report contains recommendations for improvement of humanities education in community colleges—directed at the colleges themselves, the federal government, the American Association of Community and Junior Colleges as well as other higher education organizations, and local and state government and community agencies. These recommendations are based on deliberations and outcomes of the Assembly, which involved specialists in humanities education and representatives of community and junior colleges.

The recommendations are preceded by a background paper on the research carried out at the Center for the Study of Community Colleges by Arthur Cohen and Florence Brawer. This paper, as well as others contained herein, was provided to participants well in advance of the meeting to allow them opportunity to consider and digest some of the issues that community and junior colleges face as they look to improvement of humanities education.

Support for the research done at UCLA and for the planning and conducting of the Assembly was provided by the National Endowment for the Humanities, whose chairman, Joseph Duffey, provided a commentary on the humanities and society at the outset of the Assembly. He and president Edmund J. Gleazer, Jr., of AACJC set the pace for the meeting in opening remarks.

We are grateful to the persons who helped to plan this important event, those who served as facilitators and recorders, and those who participated in the deliberations and helped to generate new ideas about how to strengthen humanities in community colleges. There is every reason to believe that progress will be made as the result of this program. AACJC will work to achieve implementation of the Assembly recommendations.

Roger Yarrington
Vice President
AACJC

Reviving the Humanities: Data and Direction

Arthur M. Cohen and Florence B. Brawer

The humanities no longer occupy the central position they once held in American higher education. For decades, university-based humanists have watched ever-increasing proportions of students, funds, and support going into life, physical, and behavioral sciences and technologies. More recently, rising as the new competitors, are programs leading students to immediate employment and other programs comprised of casually connected classes that require minimal commitments and are often focused more on entertainment than on education. Those faculty members who teach language, literature, and the arts cling precariously to the small—and ever shrinking—part of the curriculum that is left to them.

But as difficult as is the plight of the humanities in the universities, it is doubly so in the community and junior colleges. There, where nearly half the freshmen and sophomores in America are enrolled, traditions are short and rapid responses to the whims of the public are the norm. The humanities are not a given. The "new missions" of the 1960s were directed toward occupational and remedial education, community-oriented programs, and access for people less interested in traditional college life than in acquiring immediately usable skills and certification. As a result, just as the "Three Rs" characterized early-century elementary schools, the "Three Cs" dominate the two-year colleges today. *Career, Compensatory,* and *Community* education draw more and more students and relatively increasing fiscal support.

Few Friends for the Humanities

What is happening to the humanities in the two-year colleges? They certainly seem to have few friends. Except in the small, independently controlled institutions, college spokesmen are disinclined to defend them. Most administrators think their best response to community needs is to sponsor programs that generate the highest enrollments—something of an abandonment of educational authority to the marketplace. External support is no greater; those federal legislators who appropriate hundreds of millions for career education seem to care little about the humanities. Nor do the state legislators who welcome the opportunity to denounce "frill courses." And the students flock to occupational programs because they are told they dare not graduate without training in a particular skill.

These groups clearly are not proponents of the humanities. For advocacy we must look to the faculty who obviously have some commitment to the field in which they spend their working lives. But even the faculty are marked by diffidence. Some instructors are vigorous, creative humanists who feel they are protecting the last tiny bastion of liberal thought in a world that says that if something is not immediately and apparently useful, it cannot be any good. However, many others are uncommitted, disillusioned with the shrinking enrollments in their classes, discouraged by their working conditions, unconcerned with or alienated from the ideas guiding their institutions. Sequestered in their classrooms like battle-weary soldiers huddling in trenches, they have broken away from their academic disciplines. Their first concern is security of employment for themselves; second, if at all, they seek to further humanistic studies for their students.

Assuming there is a place for the humanities in two-year colleges, how can they be sustained? They are not likely to gain a higher priority position than the "Three Cs" in the eyes of public officials. The faculty are the most likely agents for maintaining the humanities. But disheartened as they are, they need much assistance. Can they be helped?

We think so—and we have spent a great deal of time in the past few years in working toward this end. Under a series of grants from the National Endowment for the Humanities, we at the Center for the Study of Community Colleges in Los Angeles have been involved in examining the status of the humanities in two-year colleges nationwide and in determining what might be done to enhance them. We have conducted two nationwide surveys of teachers of the humanities. We have examined the catalogs and class schedules from 175 colleges to assess the humanities curriculum. We have data on course enrollments. And we have visited numerous colleges in order to learn why curricular and enrollment patterns are as they are.

In our studies we have used the definition of the humanities that was established by the legislation creating the Endowment. The definition is based on the academic disciplines in which the humanities are typically embedded and transmitted in higher education: cultural anthropology and geography, history, foreign languages, literature, philosophy, political science, and art, music, and theater history and appreciation. The performing arts are excluded because they are covered under the National Endowment for the Arts.

Our studies have taken several forms. In 1974, we reviewed the literature about the humanities in two-year colleges. It was an extensive review, difficult to conduct because most of the information about humanities programs, faculty, and students is embedded in studies of community college programs generally, and much of the information about community colleges is aggregated with that of all higher education. Accordingly, answers to simple questions—"How many people teach the humanities in two-year colleges? How many students are there? How many courses?"—were not available. Nonetheless, we reported what we could find and published the results in three monographs in 1975.

Sampling 13 Percent

The first of our projects involving original data collection was conducted in the spring of 1975 with a carefully drawn sample of 13 percent of the 1200 two-year colleges in the United States. These 156 colleges were selected on the basis of region, size, and type of organization and control. We sampled one-half the faculty, both full-time and part-time, who were teaching one or more humanities courses in these colleges—a total of 1493 instructors who responded to an 11-page questionnaire.

This survey provided much information about the faculty: where they had come from, what they wished they were doing, how they spent their time, journals they read, associations to which they belonged, the number of hours they teach, the strength of their commitments to the humanities. This information was arrayed according to academic discipline and college type, presented in a number of reports, and published in a book, *The Two-Year College Instructor Today*.

Course Patternings

In 1977 we studied course patterning in the humanities. The sample of colleges was expanded to 178, balanced once more by region, size, type of control, and organization. Because college catalogs do not give a complete picture, we examined the class schedules, too. In foreign languages, for example, the catalog may show German I, II, III, IV, Spanish I, II, III, IV, French I, II, III, IV, and so on, but the class schedule reveals that only two sections of Conversational Spanish are offered. Every class section was counted from the schedules, and the catalogs were used to verify course descriptions. Enrollment figures for spring 1975 and spring 1977 were provided by the campus facilitator at each college, who acted as a liaison with the Center.

In the second portion of the 1977 study, another questionnaire asked instructors how they taught their classes: what types of media they used, what kind of assistance was available to them, what their course goals were, the grading patterns they utilized, how many pages they required the students to read, what types of examinations they gave, the percent of class time spent in lecturing and other activities.

Case Study Visits

In yet another phase of the study, 20 colleges were studied intensively in order to find out what propels the humanities up or down in those institutions. These case study visits were initiated with the assumption that enrollments, courses, and effort expended on a particular area (in this case, the humanities) are functions of the intent of the people operating the institutions rather than some mystical result of community desires or needs. Indeed, community demands or student demands are very weak as curriculum influences in comparison with the demands of the professional operators of the institution. This is not to say that institutions should or should not be more responsive to the community, but merely to point out that the governing boards, the administrators, and the faculty are the primary forces that make the curriculum.

These assumptions were tested in visits of four-to six-person days to each of the colleges, which were diverse in terms of locale, control, and emphasis. Their course patterns and emphasis on the extracurricular humanities activities also differed. Where possible, institutions were paired — two each in Kansas, Florida, Illinois, Tennessee, and Washington — in order to equalize the various state laws and policies. Institutions were selected where the humanities seemed to be very strong or very weak, based on types of courses and enrollments, and where different influences seemed to be operating.

Using a structured interview schedule, the president, all the deans, at least two counselors, several faculty members in the humanities, everyone who was running a special program, the chairperson of the occupational area, the community service director, and the librarians in each of the 20 colleges were all queried regarding certain conditions and activities. For example, why are the humanities going up or down? Are you making special efforts to attract students to humanities courses? Can students get humanities credit without taking humanities courses? How many hours of humanities are required for graduation? What percent of students in humanities courses are enrolled in occupational programs? Who is being employed to teach the humanities? Is there any humanities content in the occupational courses themselves? Is anyone on the governing board supportive of or antagonistic to the humanities? What resources are available to the humanities faculty?

Responses to these questions have been incorporated in a set of recommendations that have been made in various publications (see appended bibliography) and at different meetings and conferences. Before discussing these recommendations some findings from the faculty surveys are worth noting.

Uncomfortable Lack of Concern

Although we are essentially researchers and advocates of the humanities rather than wishful thinkers, we did assume that if there was one group which was going to be understanding and supportive of the humanities, it was the faculty. We did not expect to find support across the board by presidents or deans because they have to be even-handed, applying equal treatment to all curriculum areas.

However, we learned that a sizable number of the faculty tend not to be concerned with the humanities curriculum in general. At best, they try to maintain their integrity as teachers of humanities in their own classrooms. But in many cases they have surrendered even that authority, abandoning their commitment to that which they are teaching. They tend not to read literature in their field; they do not write; they do not attend professional meetings; they are unconcerned about the ideas surrounding them and propelling their work. All individuals do not fit this description, but it does characterize an uncomfortably large proportion.

Why has this tendency come about? Part of the reason may be the community college faculty's roots in the secondary schools where the norm is suspicion of administrators, lack of concern with academic disciplines, and the practice of hiding behind classroom doors. Part of it may also be the feelings of betrayal held by many faculty members who came into the institutions to teach college-parallel courses and instead found themselves forced to do various types of remedial and developmental work with a student population they had not anticipated. Another has to do with the location orientation of instructors in institutions that are dedicated to serving a local populace. And part may also be due to their fear that they may be completely stopped from doing the job that they thought they were going to do. We have heard faculty members say, "I teach French. When languages were required I had 27 students in my class. They then dropped the language requirements and my classes fell from 27 to 21, then 13, and this year I met my class and found seven students. What am I going to do? I won't have anyone left. They will make me teach something that I am ill-equipped to teach."

In reaction against these fears, the faculty have tried to protect themselves with a variety of work rules, contracts, collective bargaining agreements, fringe benefits, and workload formulas. They have said in effect, "I can't handle the problem of curriculum and I have to protect myself." Maslow would have understood it; the humanities instructors are down to the level of physical safety. They have to protect themselves, and they are becoming very vigorous in defense of themselves and their positions.

The data emanating from our survey of enrollments confirm the faculty's fears. Between spring 1975 and spring 1977, enrollments in the colleges sampled were up by seven point four percent, while enrollments in all humanities courses were down by three percent. Some disciplines showed drastic declines: cultural anthropology was down ten percent; art history, down six percent; history, eight percent; literature, 13 percent; music appreciation, nine percent; philosophy, eight percent. Only three of the disciplines in the humanities went against

Table

Percent Change in Humanities Enrollments

1975 to 1977

Foreign Languages	+9%
Interdisciplinary Humanities	+6
Political Science	+4
Ethnic Studies	– –
Art History	−6
Religious Studies	−7
Philosophy	−8
History	−8
Music Appreciation	−9
Anthropology	−10
Literature	−13
Total College Enrollments	+7
Total Humanities Enrollments	−3

the trend: political science was up by five percent, probably because American government is still required in most colleges and because administration of justice programs are becoming more prevalent. Integrated humanities courses were up by six percent in enrollments with courses like Modern Culture and the Arts, or Survey of the Humanities, which integrate art, music, philosophy, and literature, cannibalizing enrollments from the specific courses. Foreign language enrollments went up by nine percent, with Spanish and English as a Second Language accounting for the increases. In fact, ESL was up 84 percent in two years and has now overtaken French for second place among community college language study. More than half the enrollments in foreign languages are in Spanish. All other languages have declined markedly.

History the Leader

In actual numbers history still has the greatest enrollments, but they are dropping. Political science, including government and law, is in second place and closing rapidly. The foreign languages are third. Then comes literature, but that too is dropping and may be supplanted in time by the integrated humanities courses that are next in terms of enrollments. Philosophy, art history, music appreciation, cultural anthropology, and religious studies follow proportionately in enrollments among the humanities.

The number of faculty members teaching in these areas varies. Foreign language is in third place in enrollments, but has relatively fewer faculty members because there is very little crossover. A person teaching Spanish and French would be counted as one instructor in the foreign languages. Similarly, history and political science are often paired. Literature, on the other hand, has a great number of instructors because most of the people teaching literature teach one course only and fill out the rest of their load in English composition.

Data from the class section survey also lend themselves to formulating profiles that characterize two-year college faculty and classes. The average enrollments per class section in the humanities stand at 28, ranging from a low of 19 students in the average foreign language class to a high of 37 students in the interdisciplinary humanities courses. Only 12 of 860 class sections sampled had 100 or more students enrolled; 54 of them had fewer than ten students enrolled (most of these were in foreign languages). The larger class sections tend to be taught by those faculty who have most experience. Part-time and new faculty tend to teach smaller classes.

The amount of class time that instructors spend on various activities provides other information. On average, they lecture 45 percent of the time; class discussion occupies 21 percent of time, reproducible media are used 10 percent of the class time. (The foreign language classes are most likely to have verbal presentations; remove them from the sample and the average would drop well below eight percent). Quizzes and examinations comprise another eight percent of class time. Other variations by discipline suggest that the anthropology instructors tend to use films heavily, people in art history use slides and filmstrips, and music appreciation instructors were unanimous in reporting they use audiotapes and cassettes and records frequently.

Goals for Achievement

The instructors' goals for their classes also vary. In response to questions regarding qualities they desire their students to achieve, "Learn to make better use of leisure time" was almost never cited in a group of four choices, while the development of citizenship, aesthetic appreciation and sensitivity, and language skills drew approximately equal responses.

In another set of four desired qualities, the goal, "Gain respect for traditions and heritage," drew only 10 percent of the responses. Understanding of one's own culture and the cultures of others accounted for 45 percent of the responses; "Develop their own values," 24 percent; and "Gain abilities to study further in the field," 19 percent.

From the third set of designated goals, more than half the instructors selected "Develop the ability to think critically" as most important for their students to achieve. "Gain qualities of mind useful in further education" drew a 30 percent response; "Understand self" was the third choice, with 11 percent; and only three percent selected "Learn to use tools of research in humanities."

While the faculty generally perceive the humanities as part of the academic curriculum, they are not seen as useful for leisure time activities, not particularly important as tools for learning to understand self, and not useful as steps to further research. The top ranking goals—learning to think critically and understanding cultural heritage—are central to general education and are very much within the academic mainstream.

Supporting the validity of these responses is the fact that instructors in the various disciplines ranked these goals consistently with what one might expect from the nature of their disciplines. "Develop aesthetic appreciation and sensitivity," for example, was selected as the top goal by nearly all the art and music appreciation instructors, whereas foreign language teachers wanted students to develop language sensitivity and skill, and anthropologists desired an understanding of one's own and other cultures.

The number of pages that instructors expect students to read also points to the way classes are conducted. The decline in literacy has been discussed widely and it is therefore important to verify the amount of reading required. The average number of textbook pages that instructors mandate their students to read comes to 345, with most reading required in literature and religious studies. The foreign languages are well below the norm in the number of pages required. Around two-thirds of the instructors are well-satisfied with the texts; the others would like to change them. Half the instructors had total say in the selection of texts for their classes. The smaller colleges seem more inclined to allow instructors to select their own texts; hence, small-college instructors are more likely to be satisfied with those materials. Other required reading includes an average 110 pages in collections of reading in classes where these are utilized; 55 pages in reference books; 31 pages in magazine articles; and 13 pages in those classes that utilize newspapers.

20 Essay and Quick Tests

Grading in the humanities classes is determined primarily by essay examinations and quick-score or objective tests, although 28 percent of the instructors reported they rely heavily on papers written outside of class. Other activities are less likely to be emphasized in assigning grades to students: class discussions, 14 percent; papers written in class, 12 percent; oral recitation, 10 percent; regular class attendance, 10 percent. Field reports, workbook completion, and individual discussions with instructors are all emphasized to a lesser extent. There are many differences by discipline. The literature instructors are most likely to be concerned with papers written outside of class; foreign language instructors, least. The quick-score or objective test is most frequently seen in the anthropology, political science, and music appreciation classes. Requiring regular class attendance as an important determinant of the student's grade is seen overwhelmingly in the music appreciation classes. More than three-fourths of the class sections are graded on an A,B,C,D,F scale; 16 percent on A,B,C/no credit. Pass/fail, pass/no credit, A,B,C/no credit grading practices are offered in only a few classes, and the grading options, other than A,B,C,D,F are practically never seen in the smaller institutions.

Differences in Courses

The curriculum and enrollment data revealed differences in the percentages of students of the humanities and in the variety of courses presented in different colleges. This finding is not surprising; what is notable is that the differences cannot be attributed to community demographics. They seem rather to relate to internal dynamics of the institutions.

As an example, we visited two colleges less than 50 miles apart, operating in the same kind of environment and drawing students from the same types of socioeconomic backgrounds. In one, the humanities are required in every occupational program. There is a vigorous core of humanities instructors—the chairperson of the humanities department and five faculty members. The college has 11,000 students; the half dozen faculty members are not a big percentage of the instructors. However, they built a very strong integrated humanities course, stressed and persuaded the curriculum committee of its value. The chairperson of the technical programs at that college reported that the programs in his area all have trade advisory councils made up of union and business people. Frequently, the advisory councils may recommend that the program drop the humanities requirement and fill the time with a particular skill, such as typing. The chairperson of the occupational area takes that proposal to the curriculum committee, reviews it with the humanities instructors, and returns to the trades advisory committee with a decision which indicates that deletion of the humanities requirement would result in the loss of the degree program. Not incidentally, the general statewide requirement is six units in humanities, but that college has a nine-unit requirement—a 50 percent increase which means much in terms of enrollment, funding, and staffing.

The other institution close by had humanities instructors who tended to be withdrawn, bitter, reclusive, and hostile. They thought little of each other and perceived the administrators as antagonistic. They reported that they "could not even get past their own department and get the people there to agree on a change of textbook." Yet the president of this same institution said he cared about the humanities. Which came first—the fact that they could not agree among themselves about simple curricular decisions or the perceived hostility of the administration?

These intensive case studies clearly showed that the strength of the humanities in the institution is only marginally related to the community in which the college is located. The humanities depend considerably more on the characteristics of the institution than they do on the types of people in the community. If the humanities instructors put together a course called, "Humanities in a Technological Society," and make it pertinent to occupational students, the trades advisory committees may grumble, but the students take it and may gain much from the course.

The literature reviews, case studies, and analysis of data derived from the surveys, faculty, curriculum, and instructional practices have provided extensive information on the humanities in two-year colleges nationwide. Two basic assumptions undergirded the studies: the humanities must be maintained as part of the educational offerings in community colleges; and the humanities can most effectively and immediately be strengthened through interventions with the college staff. Building on this data and on numerous discussions with two-year college educators, the Center for the Study of Community Colleges has made recommendations to college leaders, graduate school program directors, and state and federal agency heads.

Funding Patterns Raise Questions

For example, differential funding patterns tend to be very debilitating. If a community college receives so many dollars per student per credit hour from the state for its enrollments in the humanities, and three times that amount for enrollments in allied health programs, some messages are being conveyed about the value of one program over another.

Perhaps those responsible rationalize that "it costs more to teach nursing than it does to teach humanities." Perhaps so, but why should that be the case? Traditionally, the humanities have been taught by one person in a room with a group of people sitting in chairs. The instructor's equipment includes a chalkboard and an eraser. Nursing requires a clinic with equipment and furnishings—an entirely different pattern of teaching. In automotive repair there must be machinery and tools, and many auto repair shops have a quarter of a million dollars worth of equipment in them. Yet, instruction in the humanities can be made even less costly by putting more people in the room.

Much of that attitude is a result of a long history of faculty teaching humanities who really believe that no more is needed. Why don't the faculty in music appreciation say, "In order to learn to appreciate music, our students must each have their own stereo sets and a couple of hundred records, and the college should pay for it." Why don't the faculty in art history say, "Our students should have funds to travel to museums to see the original works." Why shouldn't the anthropology instructors say, "We can't teach anthropology unless our students are paid to travel to archaeological digs." The political science instructors could insist that if students are going to learn the way decisions are really made in government they must serve apprenticeships in commissions and agencies, that they can't learn government by studying the tripartite system of checks and balances on the national level, that that's not where governmental decisions are made.

Chalk Dust on Their Clothes

A similar contention can be made for every discipline within the humanities. The point is that the instructors traditionally have been wrapped up in a different mode of thinking, believing that all they need is a group of students with them in a classroom. And so, the nursing educators get the clinics, the automotive repair programs get the equipment, and the humanities instructors get chalk dust on their clothing. The perception that it costs more to teach career programs than it does to teach the humanities is very deeply set with the public, the administrators, and with the faculty themselves. There is a curious paradox here; if the humanities can be taught inexpensively, why not teach more of them rather than fewer?

Outside-of-class activities in the humanities tend to be especially restricted in states where the colleges receive funds based on the number of students enrolled in courses. And in nearly all institutions, the budget lines for community service and student activities differ from those received for class instruction, thus effectually separating two sets of activities that should reinforce each other. *New funding formulas that run to total programmatic emphasis, curricular and extra-curricular, should be explored.* The faculty should at least be able to draw on the student activities budget to prepare and publicize their events.

Cultivating Community Support

Another recommendation stemming from our research has to do with advisory boards. The humanities must be cultivated among a lay constituency. The faculty understand the importance of community relations. Nearly all survey respondents agreed with the statement, "This college should be actively engaged in community service," but they do not see the community as an important asset in the humanities program. In answer to an open-ended question asking what changes the instructor would like to see effected in the humanities program, 30 percent noted, "More and better humanities courses," while only three percent indicated "More community involvement."

The occupational programs have been quite successful in organizing interested members of the community as program advisors, student placement and recruiting agents, and program supporters. The humanities advocates should take similar action because the humanities instructors need the community connection. They need a group to champion their cause when the humanities course requirements come under attack. They need a group to tell them where their students can find meaningful employment.

These advisory committees can be comprised of laymen who are concerned with the humanities: local museum directors, librarians, newspaper reporters, radio and television personalities, and corporation executives who have interests in the humanities. Every community has such people; it remains for the humanities instructors to seek them out and involve them in discussions of their programs. *The administrators and faculty leaders should organize lay committees as to the humanities programs and should involve the humanities instructors in interacting with these committees.*

The humanities faculty are aware that there is a need for career programs: 38 percent agree with the statement, "Career education and occupational training should be the major emphasis in today's community college," but they do not know how to bring the humanities to the students in those programs. Even though most of them think that teaching the humanities to students in occupational programs is different from teaching transfer students, they feel those students should be required to take several humanities courses. The suggestion is impractical because few occupational program heads are willing to impose such requirements.

More feasible is the insertion of portions of the humanities in technical courses. The nursing program faculty who would not require their students to take a cultural anthropology course might welcome a three-week unit on The Use of Grieving taught by an anthropologist. The teachers of auto mechanics will not send their students to a philosophy course, but they might appreciate having a course module on Business Ethics prepared by the philosophy instructor. The Aesthetics of Design could be presented to students in an electronics technology program by a teacher of art. And a classicist could teach Greek and Latin Roots of Medical Terms to medical technology students.

Obstacles to be Overcome

Several obstacles to existing patterns of teaching the humanities to students in occupational programs must be overcome. Most instructors are paid on the basis of classroom contact hours. Most classes are semester long. And instructional funds are typically allocated by department. In short, the workload and budgeting formulas make it difficult for an instructor to build a section of a course to be taught to students enrolled in another course. *It is essential for governing boards and administrators to revise faculty workload formulas and intramural fiscal allocations to accommodate instructors who want to teach short segments of the humanities in otherwise technical courses.*

As a group, the faculty have broken almost completely with the lower schools. Although half the faculty in two-year colleges have had secondary school experience, people in this group tend to be older and are not being replaced as rapidly as they once were. More to the point, few of the humanities instructors want anything to do with the secondary schools, looking instead toward the universities. This attitude makes curriculum articulation, student recruitment, and shared instructional techniques difficult to effect between two-year colleges and secondary schools. But such activities are necessary if the two-year colleges are to act as proper entry points to postsecondary education for a majority of the high school graduates who plan to go on to college. *Administrators and faculty leaders should arrange continuing series of meetings between humanities instructors at their own institution and the neighboring secondary schools,* *forming members of both groups into committees for articulating curriculum and instruction.*

Scholarly research is not high on the list of priorities for two-year college instructors: although 61 percent of the humanities faculty say they would like to spend time on research or professional writing, only nine percent indicate they would "Do research" if they had a free summer. Two-year institutions are not committed to scholarly research and, accordingly, the efforts of instructors to gain support for such activities are not likely to bear fruit. Nonetheless, most of the faculty would like to have more time to plan their courses, and nearly half of them have prepared multi-media instructional programs for use in their classes. The time that is typically spent by university professors on scholarly research is properly filled in the two-year colleges by instructors developing new courses and media. *Colleges should make additional resources available through faculty fellowships, instructional development grants, summer pay, and released time to encourage faculty to develop their own courses and reproducible media.*

Scholarly Research Not a High Priority

The faculty need time to interact with others who are teaching in their fields. And most want further professional development, either by enrolling in courses in a university, obtaining a higher degree, or otherwise enhancing their knowledge. Still, half reported that satisfactory opportunities for inservice training are not available at their own colleges.

Opportunities for further study can be presented in several ways. Fellowship programs directed toward two-year college instructors can be expanded, allowing the faculty to study at universities. Governing boards can encourage university study by offering sabbatical leaves.

Yet the faculty also need to be able to study on their own campuses. *State education agencies and other extramural support groups should make funds for special forms of inservice training available to the colleges directly*. The faculty will make good use of properly designed programs. Another set of recommendations is addressed to the graduate degree-granting institutions whose practices must be modified if they are to assist the faculty who are teaching the humanities—hence the humanities themselves—in two-year colleges. The graduate programs can help themselves, too, by recruiting mature, interested graduate students from the large pool of experienced faculty members.

The two-year college instructors would prefer to spend more time than they are now spending on their own graduate education, but it is difficult for them to meet the residency requirements imposed by most graduate programs. In order to accommodate working instructors the graduate programs must *offer courses in late afternoons and on weekends during the academic year, courses during the summer, and courses on the campuses themselves*. Some programs have moved vigorously in the direction of recruiting two-year college instructors to their programs and making appropriate adjustments. The Princeton University department of history offers a Community College Internship Program in association with Mercer County Community College. Carnegie-Mellon University has an especially designed program for two-year college history and social science instructors. The University of Michigan offers a doctor of arts in the teaching of English that is directed primarily toward practicing faculty members. Several other programs might be cited, but the point is that models for restructured academic discipline-based graduate programs are available. Many more of these types of *programs should be designed to accommodate faculty members who commute from two-year colleges or who can take but one or two semesters of residency*.

Faculty members prefer advice on teaching that comes from their own colleagues and from their counterparts in other two-year colleges. When asked how they would rate various groups as sources of advice on teaching, 91 percent of our respondents noted that their colleagues were useful. This was the highest percent of all choices offered, ranking well ahead of "university professors." Graduate programs can capitalize on the desire of two-year college instructors to be taught by their peers by *involving community college instructors as clinical professors*.

Teaching by Peers

Nearly half the faculty members in two-year colleges teach in two or more subject areas. This leads them to see the value of interdisciplinary courses for which they need cross-disciplinary preparation programs. *If interdisciplinary graduate programs cannot be readily developed, single department programs can at least be modified so that graduate students are required to take substantial portions of their work in cognate areas*.

The preparation of new instructors also needs some modest reshaping. Few graduate programs now require practice-teaching, yet many employing administrators feel it is essential for the otherwise inexperienced applicant. The faculty, too, recognize the value of pedagogical training: When asked what type of training they would seek before teaching if they were to begin all over again, many indicated they would have preferred more student teaching and teaching methods courses. *Academic departments should offer a student-teaching or teaching internship* *component along with the traditional master of arts degree programs.*

We also suggest that new classes be introduced that are consistent with the ways many people today are thinking. Ethics and personal value systems, classes based on individual histories and cultural contexts, and languages for travel use might all appeal to today's students. Independent study and travel abroad preparation are also likely to stimulate student interest and might well be tied to several disciplines. Interdisciplinary courses are already achieving some following, and they could be directed to students who are planning to travel abroad or in the country. Credit for television classics and for theater attendance are also popular ways of stimulating interest—and, incidentally, college enrollment. While self-paced instructional units might be offered by several disciplines, foreign languages seem to be especially good candidates for this type of scheduling—particularly in the smaller colleges that offer few languages. The range of foreign language courses could also be expanded by establishing exchange programs with neighboring institutions (either two-year or four-year). Colleges offering foreign languages that are not in the roster of neighboring institutions could encourage out-of-district students to enroll in their courses.

While women's literature and women's and ethnic studies have not maintained the momentum they first enjoyed, they present other possibilities, as do bilingual and bicultural courses. Interdisciplinary courses seem natural in these contexts. Literature could also affect the occupational students by discussing materials unique to specific careers. And anthropology could emphasize students' own cultural backgrounds, as well as familiarizing them with the heritage of others.

Several references have already been made to interdisciplinary courses. Our investigations have uncovered a number of different types of programs that are being conducted, and these might be expanded to other institutions. For example, a course entitled Cultural Patterns of Western Man compares the backgrounds, organizations, and styles of philosophy, music, literature, painting, sculpture, and architecture. Bronowski's Ascent of Man remains a primary example of interdisciplinary program and could well be re-issued. Science and Society or Science and Political Ideology have been tried. The Art of Being Human is another new integrated two-year college-constructed course.

A Broader View

We have recounted some of the work we have been doing with the humanities in community colleges nationwide. We have much data, we are making many other recommendations, and we have issued many reports. But changes and improvements will depend on the people within the colleges. If the humanities are to survive, the administrators, the faculty, and other educators must take a broader view of their place and their value.

For the immediate future, tradition and inertia will sustain a few instructors who want to conduct their professional lives in a room with a few students, talking about something that interests them very much—whether it's Plato or the Renaissance. However, we are talking about a different role, a different way of viewing instruction in the community colleges. We feel that the humanities deserve a place in the colleges and that those who teach the humanities must work to keep them there. They must get out of their classrooms, form their support groups, become active on the curriculum committees, rewrite their courses, write instructional materials, build portions of their courses especially for the kinds of students they have. This takes a committed set of instructors. And they need help.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

The Humanities in Two-Year Colleges

The following publications pertaining to the humanities are available from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

An Analysis of Humanities Education in Two-Year Colleges: Phase II—The Faculty, 1975-1976. Center for the Study of Community Colleges, March 1976. 163p. ED 121 358. ($8.69).

Characteristics of faculty in the following disciplinary areas ($1.67 each):

Anthropology. 7p. ED 126 975.
Art. 7p. ED 126 979.
Foreign Language. 8p. ED 126 973.
History. 10p. ED 119 761.
Liberal Arts/Drama. 7p. ED 126 976.
Literature. 6p. ED 126 978.
Music. 8p. ED 126 974.
Philosophy. 6p. ED 126 972.
Political Science. 10p. ED 119 760.
Religious Studies. 7p. ED 126 977.
Social Science. 13p. ED 119 759.

The Faculty Member as Recluse. Keynote speech by Arthur Cohen presented at the Annual International Institute on the Community College, Lambton College, Sarnia, Ontario, Canada, July 14-16, 1976. 19p. ED 125 681. ($1.67).

The Faculty and the Humanities: Two Endangered Species. Keynote address presented by Arthur Cohen to the Western Humanities Conference, Santa Cruz, California, August 18, 1976. 19p. ED 126 980. ($1.67).

The Humanities in Two-Year Colleges: A Review of the Students. Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, spring 1975. 64p. ED 108 727. ($3.50).

The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction. Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, summer 1975. 101p. ED 110 119. ($6.01).

Research and Advocacy in the Humanities. Speech presented by Arthur M. Cohen to students and staff of Higher Education Program at the University of Miami, January 27, 1978. 18p. ED 156 222. ($1.67).

The following are available free on request from the Clearinghouse.

The Humanities in Two-Year Colleges: The Faculty in Review. Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, fall 1975.

The Humanities in Two-Year Colleges: Faculty Characteristics. Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, fall 1976.

The Humanities in Two-Year Colleges: Trends in Curriculum. Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, summer 1978.

The Humanities in Two-Year Colleges: What Affects the Program? Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, winter 1978.

Satisfaction and Humanities Instructors in Two-Year Colleges. Topical Paper No. 56. ERIC Clearinghouse for Junior Colleges, 1976.

Functional Potential: A New Approach to Viewing Faculty. Topical Paper No. 57. ERIC Clearinghouse for Junior Colleges, 1976.

"Humanizing the Curriculum." *Change* Magazine, Vol. 9, No. 6, June 1977.

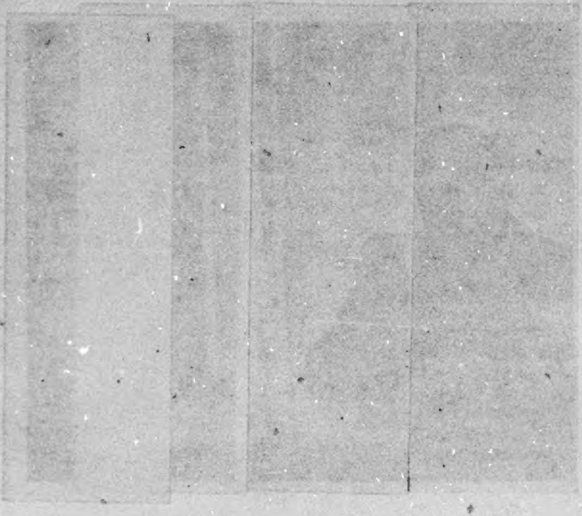
"Focus on Today's Humanities Instructors." *Community College Review*, Vol. 4, No. 4, spring 1977.

"Women in Community Colleges: A Profile." *Community College Frontiers*, Vol. 5, No. 3, spring 1977.

The following are available from commercial publishers.

The Two-Year College Instructor Today. By Arthur M. Cohen and Florence B. Brawer. New York: Praeger Publishers, 1977. (Praeger Publishers, 200 Park Avenue, New York, N.Y. 10017, for $16.50.)

"Merging the Humanities." *New Directions for Community Colleges*. No. 12. San Francisco, Calif.: Jossey-Bass, Inc., winter 1975. (Jossey-Bass, Inc., 433 California Street, San Francisco, Calif. 94104, for $5.00.)



The Humanities: Time for a New Approach

Leslie G. Koltai

The current cry for curricular relevance has done much to rock the precarious boat in which the humanities have been drifting for the last decade. The recent upsurge in vocational education has played a major role in our current plight of slumping enrollments, scarcity of jobs for our graduates, and diminished status within the college community.

While I will concede that the sheer technological complexity of modern life demands that the educational system offer extensive training in what we could call survival skills, I am convinced that we cannot neglect education for the *quality* of life while we are providing education for the *mechanics* of living.

And yet, the conditions with which we are dealing include the following:

- Enrollments are steadily declining in the humanities.
- Humanities requirements for transfer to four-year institutions are diminishing—thus removing incentive for secondary school and lower-division work in this field.
- Graduates from college humanities programs are among the least sought-after by employers.

Adrift From Main Concerns

- Many English instructors feel that their work is being undermined or devalued by the current stress on improving basic skills—and the subsequent infusion of remedial courses into our programs.
- There is such a high degree of specialization in many humanities courses that some observers predict that eventually even the study of Chaucer or Dickens will be confined to the efforts of those who wish to become specialists in the field of literature.
- The humanities have drifted away from the areas of main concern in everyday life. Since instructors in this field find little in common with the more practical concerns of society, they feel scant motivation to integrate their areas of study with those broader issues.
- We have become entrenched in doing things the same old way—even though our goals and the environment in which we function continue to change dramatically. We need to work on lack of flexibility—in approach and in attitude.
- Because student programs are usually organized either around vocational *or* academic objectives, opportunity for students to pursue both lines of study concurrently is limited.

- Instructors in the humanities have been fragmented into splinter groups—either by discipline, or by whether they teach in the day or evening. This has allowed little interdisciplinary discussion or opportunity to work out mutual concerns and problems.
- Articulation agreements with four-year institutions have been stymied in many cases.
- Even within the humanities "family," there have been serious doubts expressed about the value of some of our courses of study.
- There are relatively few members of ethnic minorities teaching humanities courses—which could indicate that members of those groups do not feel our programs are relevant to their lifestyle and approach to life. This is also an indication of the need for more minority input.
- Many humanities instructors teach in several different study areas, which weakens their departmental identification and the affiliation with their own primary discipline.
- There has been intense competition in many areas of study for grant money—competition that, over the long run, may have been detrimental to the humanities as a whole.
- While we educators have long talked of interdisciplinary curricula, there is much that still has to be done in order to link the study of the humanities with that of science, medicine, engineering, and so on.
- We have not been open enough to the concept of offering education where it is most needed, instead of in traditional settings.
- We in community college humanities programs have often been unable to clearly identify our role in the educational landscape. We have tended to merge our role with either that of the

secondary school or the university—not realizing the unique place we hold and the distinct range of educational possibilities our position offers us.

Lessons from Vocational Education

Those are just some of the problems we face if we are to move this area of study back to its deserved state of health and vitality. In order to do so, we first need to take a lesson from our counterparts in vocational education who have learned to effectively recruit support from members of the local business and industrial community. This interplay has resulted in more effective curricula, as well as programs that are generally relevant and up-to-date. It has also served to involve a broader segment of the community, which has often been translated into job openings for program graduates.

It's true that, for vocational programs, potential members of community advisory boards are easy to identify and recruit. But take a look at the rosters of those people in your communities who support the local galleries, museums, lecture halls, music, and theater centers. You will find leaders of the business and professional sphere—people who have demonstrated an interest in the finer aspects of intellectual endeavor. It is my premise that these same types of people could be convinced to participate in advisory boards for our humanities departments. Not only would we gain the fresh outlook that their opinions would provide—but we might also help to expand the job market for our graduates. After all, a corporate executive who has helped to formulate relevancy criteria for a program in literature—for example—would probably have some inclination to fill job vacancies with graduates of humanities programs.

I suggest, too, more follow-up with our alumni. This could serve a dual purpose by providing us with needed feedback on the efficacy of our programs and by serving as another form of advisory board—one with direct and meaningful ties to our colleges.

We have also failed to offer our students the option of studying both vocational and humanities programs at the same time. Yes, we give lip service to this kind of duality—but we haven't yet worked effectively to develop either joint degrees or merged degrees, in which a student could pursue a balanced program of occupational and academic studies geared to provide optimum effectiveness after graduation.

By adapting humanities programs for vocational students or for those already employed, we could broaden their horizons while revitalizing our own programs. And, by incorporating vocational training in what some call our "irrelevant" liberal arts tracts, we could do much to nullify the argument that our programs are useless to life after graduation.

Encouraging Broader Perceptions

This would also require a new approach to counseling, with emphasis placed on encouraging a broader perception of just what education is—and what it can be. What we're talking is, in fact, integration—integration of courses, of our educational philosophy, of programming, and of approaches to learning. And this integration cannot help but infuse the previously divergent paths of education with renewed vigor and vitality—as well as increased relevance.

Why, for example, couldn't classes be devised to examine such contemporary themes as ethics and morals in the fields of medicine or engineering? Wouldn't discussions of the moral implications of recombinant DNA be as valid in science class as in a philosophy course?

And what about giving work experience credit for humanities students? Or offering humanities courses in factories, in office buildings—in places of employment? We have discovered the wisdom of providing career advancement courses in such places—but why limit our offerings to those that are so closely tied to the work day? Wouldn't office workers find a lunch-time course in conversational French a nice addition to their day? Or what about a book discussion class offered in the employee lounge of a hospital? Instructional television courses would be most appropriate. The possibilities are endless.

We should realize that, in such courses, we don't need to provide our students with a complete and comprehensive survey of a specific area of study. We can also provide a service by stimulating their curiosity and interesting them in pursuing more educational options—either in the same discipline or in other areas of the humanities.

Foreign language faculty have been coming up with innovations along this line—by offering such courses as French for Gourmet Cooking, Spanish for Public Agency Employees, and Italian for Opera Fans.

Others in the humanities might follow this example and investigate the possibility of courses on such topics as European political cartoons, cultural implications of television advertising, drama surveys for theater buffs, or history of Mexico for the traveler. We could present courses to retailers delving into the meaning of creativity, or short classes on moral implications in urban planning could be offered at City Hall. In this way, we would encourage members of our communities to view education in the humanities as something that can assist them in getting more out of their hobbies, their interests, their jobs. We would be making study relevant and meaningful for them.

In the interest of innovation, we should consider offering joint degrees, in which the diploma can be earned by either concurrent or consecutive courses of study in the humanities and other disciplines. This would require little or no change in the way the classes are taught—the structure of the program would be the only difference.

Merged Degrees

For those institutions more willing to investigate new options, there could be merged degrees in which a combination of courses is presented in order to offer a harmonious and logical blend of job-related and academic training. Courses could be structured in such a way as to permit instructors from both the humanities and the occupational spheres to work together to develop themes of common relevancy in which they could even share teaching responsibilities.

After all, our traditional procedure of organizing study areas by discipline is something that we have modeled after the university. But is that mode really applicable to the community college which is supposed to be a leader in educational innovation? We need to examine our options—without unquestioningly adopting structures that might not be best for us or for the students we seek to serve.

A fringe benefit of this kind of innovation would undoubtedly be faculty and institutional renewal. To encourage this trend, I would also like to suggest that more attention be paid to instructional development grants to go along with cooperative curricular coherence. Workshops could be held along other-than-departmental lines—permitting our faculty members to investigate together new ways in which to strengthen their individual areas of study by developing along parallel lines.

Faculty retreats, too, have long been used to stimulate discussion about mutual concerns within individual disciplines. But why not open up this arena and bring together, for example, philosophy and engineering departments, or foreign language faculty and those from the schools of business administration or nursing?

Speaking of faculty, there is another aspect of the plight of the humanities which does not seem to hold any easy answers. There are proportionately higher numbers of part-time instructors in our humanities departments than in most other disciplines. This makes close identification with specific departments and with the goals of those departments more difficult, at best. With the financial crunch, it is not likely that this situation will ease in the foreseeable future. But perhaps, by being more aware of it, we can work to include our part-timers in the workshops and retreats to which I previously referred, thereby at least heightening their exposure to problems and considerations facing us.

Providing Another Forum

We in the humanities have long been accused of not presenting a unified front, of having no common voice with which to communicate our concerns—both within and outside of the academic community. That criticism is valid. However, we are moving to correct this situation. The American Association for the Advancement of the Humanities, which has pledged itself to providing some common ground around which we can rally, is one indication of this trend.

It is hoped that the Association will provide another forum through which we can communicate, and will offer a broader perspective which will hopefully encourage all of us to look beyond our own narrowed spheres of concern.

There are no easy answers to revitalization of the humanities. But through continued discussion and an open-minded approach to reexamining some of our long-held practices, I believe that—together—we can make great strides.

Community Forums: A Boost for the Humanities

Diane U. Eisenberg

Interest in the humanities is being revitalized in community and junior colleges through community outreach programs with several new twists. The programs that are being offered are community forums and town meetings. Initially, there appears to be nothing new about that. Community colleges have been holding public forums for years. In fact, the recent attention being given community forums at community colleges can be traced to the hundreds of town meetings held by community colleges during the bicentennial as part of the American Issues Forum. As a result of that experience, however, and a series of projects that followed, conducted from 1977 to the present by the American Association of Community and Junior Colleges with funding from the National Endowment for the Humanities, community forum programs at many colleges have taken on a new look:

- The community forums have become *humanities-focused* forums.
- The community forums are being linked directly to media programs that are similarly *humanities-focused*.
- The community forum programs include a host of related *humanities-focused* events in cooperation with other community groups.

In essence, the humanities are central to this entire community program—the public forums, the newspaper, television, and radio components that run concurently, and the full spectrum of related events that take place at libraries, museums, churches, and other community institutions.

Forums and CbN

The notion of melding the community forum and its related events with the humanities through the media was at the heart of a national humanities demonstration program conducted by AACJC with funding from NEH during the fall of 1977 and the spring of 1978. Eleven community colleges participated in the program by developing model community forum programs based upon articles and supplementary materials prepared by distinguished humanists for Courses by Newspaper (CbN), an NEH funded program at University Extension, University of California, San Diego. Courses by Newspaper presents education programs that combine the resources of the nation's newspapers and institutions of higher learning. Each semester, a series of 15 articles appears in newspapers across the country to serve as the basis for credit and non-credit courses offered at two-year and four-year colleges and universities.

AACJC's community forum demonstration program added a new dimension to Courses by Newspaper. The weekly articles provided program planners with an existing humanities resource that was readily available to forum attendees. The newspaper articles read in advance of each forum stimulated interest and enhanced the participants' understanding of the contemporary issues to be discussed.

In addition to demonstrating an extended and creative area of the media—in this case, newspapers—as enrichment for community discussion, objectives for the participating colleges were:

- to show that community and junior colleges, working with others, could provide through community forums innovative and attractive humanities programs for their communities;
- to demonstrate the relevance and increased understanding that the humanities could bring to today's problems through non-partisan, informed discussion . . .the kind of discussion that seeks to clarify the value questions that underlie so many of today's perplexing issues;
- to develop replicable humanities-focused community forum models for sharing with community colleges and other institutions.

The participating colleges began planning their programs three months before the first forum was to take place. They worked with specially formed community advisory committees, cosponsoring organizations, humanities faculty, and the local media to prepare series of regularly scheduled humanities-focused community forums and related events on the Courses by Newspaper themes and topics.

Each community forum began with an informational presentation—a lecture, a panel, a debate, a dramatization, a film, or a radio or television broadcast. This portion of the forum was followed by a discussion period, time for expressing and sharing ideas, led by members of the community and the humanities faculty. Forum attendees were advised to read the CbN articles in their local newspapers. At some events copies of the relevant articles were distributed for easy reference. The forums were free, open to the public, and cosponsored by community service groups, libraries, local media, and other interested community organizations and agencies. In addition to the series of public forums, other humanities-focused community events, activities, and resources were identified, stimulated, and publicized by the community college forum directors; among these were library exhibits, film series, speaker bureaus, and festivals, all on the forum issue. These complementary events contributed to the vitality of the program by drawing attention to and reinforcing the themes of the forums. They extended opportunities for citizen participation, thereby enriching the public dialogue.

Sharing the Results

In the fall of 1978 and the spring of 1979, following the demonstration program, the participating colleges shared their experiences—what worked, as well as what did not work—with community college colleagues at a series of eight two-day regional Community Forum Workshops. The workshops were conducted by AACJC and hosted by the participating colleges, with funds from NEH. Each workshop included an actual community forum. The forum topics and formats differed at each workshop. Among the memorable workshop forums was one conducted by the Tarrant County Junior College

District, Fort Worth, Texas, entitled "Man's Confrontation with Death." The forum, tied to the Course by Newspaper entitled "Death and Dying," was preceded by a tour of the Pompeii '79 exhibit, a fitting humanities-focused related event. At the outset of the forum, an informational presentation, in two parts, consisted of an abbreviated dramatic presentation of "The Shadow Box," a play by Christopher Isherwood. This was followed by a panel of reactors that included a philosopher, a theologian, a sociologist, and a professor of literature. A discussion period, which many attendees felt was too short, concluded the evening event.

Washington Model

Another fine forum model was presented as part of the community forum workshop hosted by Tacoma Community College. Seven cosponsors, including a television station, a newspaper, a library, and a university, joined Tacoma Community College to present the forum. Also linked to the Death and Dying course, the forum was entitled "The Moral Dilemmas of Death: Is Life Prolonged Unnecessarily Through Technology?" It was taped for statewide television broadcast in conjunction with statewide forums in local communities sponsored by community colleges. The moderator was a humanist, as was the featured speaker, who had served as national academic coordinator of the Death and Dying course. Panelists included two philosophers, a psychologist, and the president of a funeral home. This forum was satisfying in great measure because of the extraordinary skill with which the moderator assured, with appropriate questioning, that each panelist drew for responses upon his humanities background.

Other highlights of the eight community forum workshops were sessions with titles such as "A Humanistic Approach to Community Forum

Topics," "Involving Local Media in Community Forums," and "Involving Humanists as Forum Moderators and Presenters." Each workshop also included a session on funding forums that was led by directors of the state humanities councils. Several of the demonstration programs had been co-funded by AACJC and state humanities councils. Programs for the public in which issues are addressed from the humanistic perspective are a primary concern of these councils. Thus their resources, both financial and programmatic, available to the participating college from the planning period to the time of the forum, greatly enriched the substantive quality of the entire forum series. It is encouraging to note that one outgrowth of the demonstration program and the follow-up series of workshops has been an increase in working relationships between community colleges and their state humanities councils on community forum programs and other humanities projects.

Energy and Humanities

The national demonstration program and the workshop series, both having stressed the importance of bringing the humanistic perspective to public discussion of pressing contemporary issues, paved the way for a major community forum program now in the developmental stage. Many of the cadre of some 600 community college representatives who either participated in the demonstrations or received training in conducting humanities-focused community forums at the workshops, along with their counterparts at other institutions, are presently gearing up to provide a new community forum program. AACJC, 12 national participating organizations, ten regional coordinating colleges, and hundreds of local participating colleges are conducting a nationwide dialogue entitled "Energy and The Way We Live: A National Issues Forum." The program, funded by NEH and the U.S. Department of Energy, takes place over a ten-week period during February, March, and April, 1980.

The upcoming community forum program is based upon a Calendar of Issues developed by a panel of humanist scholars. The questions raised within the Calendar for nationwide debate are humanistic questions, questions about the ramifications that the energy situation, past and present and future, has for our quality of life, the way we live, questions that can best be addressed by historians, philosophers, professors of literature, and other humanists, those who have made the study of human experiences, and in particular the American experience, the work of their lives. Through humanities-focused community forums, led in each community by community colleges, the humanities and their practitioners will be brought into the nation's energy debate. The energy forum, complemented by a variety of media programs and related community events, will comprise a comprehensive, cohesive, community outreach program in which the humanities play a central role.

Faculty Involvement

As part of the national demonstration program and the subsequent forum programs on community college campuses, members of the humanities faculty have been involved in all aspects of the program from the earliest planning stages through to the evaluation process. They serve as:

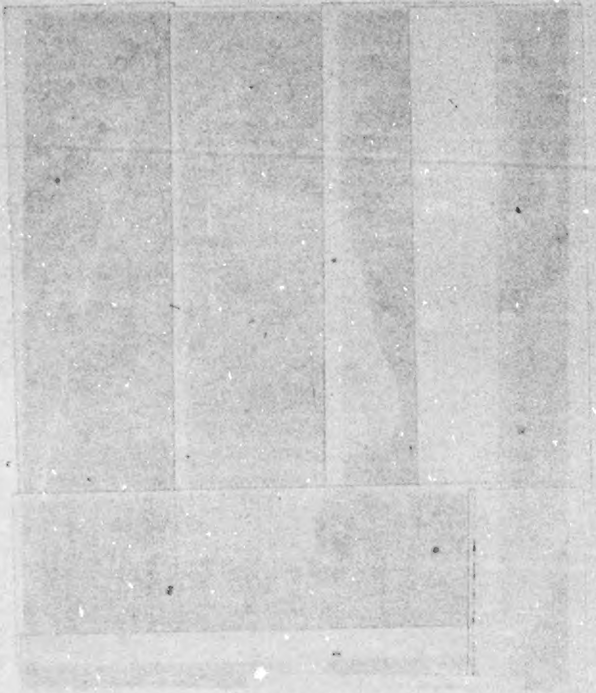
- members of specially formed community advisory committees to guide forum programs;
- resource persons to identify issues and questions during the forum planning stage;
- key speakers during the informational portion of the forum;
- panelists and moderators;
- speaker bureau members, available to address community groups on forum-related issues;
- members of the audience forewarned and prepared with pertinent questions and reactions;
- explicators of films and books at forum-related community activities;
- round-table discussion leaders;
- authors of local newspaper articles on forum topics;
- participants in local television or radio forums.

This listing is by no means inclusive; the possibilities, apparently unlimited, seem to be tied to the creativity of the forum planners. At Black Hawk College in Moline, Illinois, responsibility for an entire town meeting series on Crime and Justice in America was assumed by the college's faculty in the humanities with leadership from a full-time project director drawn from the department of English; each of the town meetings was moderated by a member of the humanities faculty; planning sessions relied heavily upon the experience and advice of faculty humanists; a distinctive series of local newspaper articles accompanying and paralleling the nationally prepared Courses by Newspaper articles was the result of faculty efforts; and members of the humanities faculty participated on local radio and television programs to publicize the forum series. According to the project director, "Our experience with this forum series reaffirmed my strong conviction that a study of the humanities is relevant and that there is a great potential from those trained in the humanities to serve as catalysts for community discussion and change."

Muskegon Community College, for a forum series on Popular Culture: Mirror of American Life, drew forum presenters from the humanities faculty of seven colleges and universities, all members of an existing consortium that shared resources to cosponsor a regional community forum program. With leadership from Muskegon Community College, each member of the consortium hosted one in the series of six forums, drawing upon its own humanities faculty as well as faculty from the other institutions. The humanists either moderated, made short formal presentations, served on a reaction panel, or led the open discussions that followed. An entire community lecture series, staffed by the humanities faculty, ran concurrently with a series of Crime and Justice forum programs at Coastline Community College. In preparation for the upcoming series of energy forums, a group of visiting writers/humanists with experience in addressing energy issues has been invited to Indian Valley Colleges in Novato, California, for two purposes: the group will serve as lecturers for a journalism course and also as presenters at the concurrent community forum program on energy.

Media Connections

In addition to linking forums and other community outreach programs to newspaper series, forum planners at community colleges are using humanities-focused television and radio programs as resources for their programs. Forum participants have gathered in community locations to view "Roots," "The Long Search," "The Ascent of Man," or the Shakespeare series and



have then contributed their views and raised questions during the follow-up discussion session led by a member of the humanities faculty. In some cases, the nationally prepared media programs are viewed either before or after a related community forum as enrichment or reinforcement resources.

Series of radio programs on Courses by Newspaper topics, prepared semi-annually by National Public Radio, have also served as stimulus, background, and follow-up for community forums. Usually available on audio-tapes, provocative excerpts from these programs have served as the informational portion of a forum when lack of funds or other circumstances have kept a "live" humanist from participating. "Listeners' Guides" complete the package.

Last fall, for the first time, forum planners could tie community forums to both Courses by Newspaper and a television series. The BBC series "Connections," airing over public television and directly related to the Course by Newspaper of the same name, fostered community discussion in hundreds of communities. Some colleges have been experimenting with locally produced television and radio programs that address public issues from the humanistic perspective. They look to local media for forum promotion, as well. By involving the local media from the outset as cosponsors of a forum series they find that good cooperation comes rather automatically.

Local television forums for statewide access over public television have worked well in Washington State, with key speakers such as Governor Dixie Lee Ray and Senator Henry Jackson making actual presentations to which faculty humanists react. At Delgado College, WVUE-TV produced a program to introduce a Crime and Justice forum series that included a segment of person-on-the-street interviews, conversations with several state supreme court justices, interviews with the college's forum planners, and a call-in component. A nine-hour telethon entitled "Energy Forum Expo" is being produced by WTBS, the Atlanta "superstation," to kick off AACJC's nationwide humanities-focused energy forum program. A panel of humanists from two and four-year colleges is guiding the program's development.

Community forums, at which pressing issues are addressed from the perspectives of the humanities, and media programs, in which the humanities have been central to their preparation, are natural partners; each reinforces and extends the other's reach. Together they provide the public with a logical and cohesive educational experience.

Related Community Events

A full-fledged community forum program includes, along with the series of public forums and the direct link to national or local media, a set of related community events, activities, and resources, all on the same forum theme. Each additional activity helps to focus community attention on the topic to be addressed, provides more avenues for participation as well as opportunities to consider aspects of the overall topic not raised at the forum or town meeting. During the community forum demonstration program, the related activities provided a myriad of opportunities for the involvement of faculty humanists. As a part of Keystone Junior College's forum program, humanists led follow-up discussions at local libraries. An all-day Popular Culture College Fair at the Fort Worth Museum of Art featured 25 presentations by humanists on the effects of popular culture and the media on our lives. The Fair was presented by the Tarrant

County Junior College District as a related activity for the Popular Culture forum series. A theatrical presentation of scenes from plays on Crime and Justice themes was offered by a local group of thespians in conjunction with Johnson County Community College's forum series.

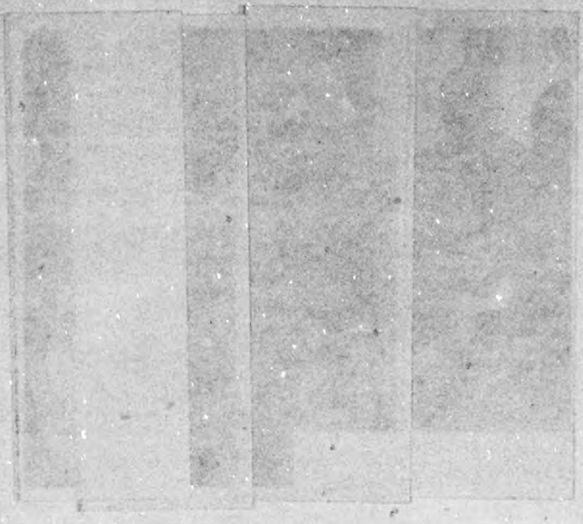
Other activities and resources, such as film series, traveling exhibits, videotapes of forum highlights, Spanish translations of the CbN articles, workshops, demonstrations, and library displays were initiated by the colleges but implemented by the forums' cosponsoring organizations. Each of these events involved humanists and humanities materials; the colleges, having taken the lead in their communities in developing the forum programs, established the humanities focus as a ground rule. This was reinforced by the close link to media programs in the humanities. Similarly, each of the related activities now being planned to complement the energy forums will be a humanities program because it will be directly tied to the Calendar of Issues, a basic humanities document that serves as a common agenda for participants.

The colleges that have been providing community forums with a humanities focus are finding an increased awareness in their communities of the special contribution that the humanities offer to citizen understanding of today's problems. Community groups are more frequently looking to the colleges for humanists and other humanities resources for their own public programs. As faculty humanists move out into the community in response to these requests, they become better known and begin to generate students for the courses they offer at the college. Several colleges have offered new humanities courses as the result of community interest engendered by a particular forum topic.

Admittedly, humanities-focused community forums as public service activities, free and open to the public, do not bring in dollars. But the principle of "delayed gratification" operates in that all of the promotion that goes into a community forum program brings the college and its humanities resources to the attention of the community. The forums provide the college unlimited new relationships with cosponsoring organizations, advisory committee members, local media, and the general public. The forum program can, in this sense, be perceived as a marketing tool with the benefits reaped in the form of increased enrollments during succeeding semesters.

The director of the statewide Tacoma Community College demonstration forum program concluded that "the community forum goals and processes created a breakthrough for Washington's community colleges in their efforts to be a part of the communities they serve. Citizen discussion of vital issues along with the support of newspapers and other media enhance public awareness that the community college can serve them in a new and positive way." James Gollattscheck, president of Valencia Community College, maintains that humanities-focused forums "have proven to be an effective way of getting people in the community involved in a participatory process which shapes the quality of their lives."

By presenting community outreach programs that enable citizens to consider complex contemporary issues informed by the perspectives of the humanities, community colleges are providing a valuable lifelong education experience for their communities. At the same time, they are giving a boost to the humanities, in general, and specifically to their own humanities departments.



Work, Jobs, and the Language of the Humanities

Myron A. Marty

In the midst of all the uncertainties, frustrations, and pessimism surrounding the humanities, it is time for an encouraging word. The encouraging word is that there *are* ways to build the humanities into community college curricula or to enhance their status where they already exist. The time is right for putting the ways to work. The purpose of this essay is to suggest starting points for so doing.

To get to the point quickly, we must begin by stating some self-evident truths, expressed here as "givens," regarding the purposes of education and the context in which these purposes are pursued in community colleges.

Purposes of Education

I regard it as a given, first, that a curriculum or degree program is unbalanced and incomplete if it does not help students: a) to find and make sense out of relationships between their life, work, and jobs (more later on the distinction between work and jobs); b) to see themselves and their society from different angles, different times, different places, and through different eyes; c) to expand and refine their ability to read, write, and speak; d) to reflect on the meaning of their doings, habits, and beliefs; and e) to respond with both reason and feeling to their natural and man-made environments. These five purposes of education, to which others can be added, are specifically related to the humanities.[1]

Second, I regard it as a given that most curricula and degree programs in community colleges are unbalanced and incomplete. This condition derives from the paradox that doing the wrong thing is sometimes also the right thing, or so it seems; from the nature of a two-year institution (how much can you do in 64 hours?); from the apparent desires of society for learning to show immediate and tangible utility; from the transfer of training in job skills from business and industry to colleges; and from the successful lobbying efforts of those benefiting from this transfer, especially from the funding formulas they have devised.

Third, I consider it a given that educational pendulums swing. In recent years the swing has been from liberal to practical education. It may swing back, but we have no assurance that it will. The forces working against a return swing seem to be stiffening in place. In a situation like this, there is more to our duty than to merely keep the ideal of liberal education alive. We have a duty to strengthen it by putting it to work.

And finally, I take it as a given that although it is unwise to treat liberal education (learning for a lifetime) and practical education (with its emphasis on immediacy of application of knowledge and skills) as naturally exclusive alternatives, we must acknowledge that in many curricula and programs liberal education is already the excluded alternative. Advocates of practical education are often the first to acknowledge this exclusion and to regret its consequences. They recognize, as do humanists, that if there is richness in a balance between liberal education and practical education, many curricula—many institutions—are poverty stricken.

Poverty Stricken

Poverty stricken is a strong term, but using it enables us to make an essential point more forcefully. In *The Nature of Mass Poverty*, John Kenneth Galbraith argues that the remedies the United States prescribed for dealing with poverty around the world after the second world war failed to take into account what he calls the "equilibrium of poverty." This is a condition that grows out of absence of aspiration; it shows itself in accommodation to things as they are. Attacking mass poverty, he says, requires enlarging the number of people refusing accommodation, thus upsetting the equilibrium of poverty. Although it is interesting to note that Galbraith asserts that education offers the best way for breaking accommodation and that "basic education must always take precedence over technical or sophisticated instruction directly related to economic performance," that is not the main reason for pointing to his book here.[2]

The main reason for doing so is to draw a parallel: Poverty in community college curricula will continue until the equilibrium that sustains it is upset, until accommodation to it is overcome.

Some specific things can be done to upset the equilibrium of poverty. I shall outline here two starting points for doing them, the first laying the groundwork for the second. I shall also propose some positive steps for helping community college faculties break the dispirited accommodation that sustains the equilibrium of poverty.

Concern for Jobs

Of the many forces contributing to the equilibrium of curricular poverty in community colleges, indeed, in all of higher education, concern for jobs is surely the most visible one. And understandably so. For most of us, living is impossible without a livelihood, and skills for a livelihood must be acquired somewhere and somehow. Given the panic-stricken notion that options for choice of livelihood have diminished, it is natural, though ironic, to believe that specialized preparation for one particular kind of livelihood will ensure employment. Thus we speak of "entry-level job skills," immediately applicable, and we think of schools and colleges as the place to acquire them.

Jobs. That is what colleges have come to be about, even though, as W.E.B. DuBois wrote three-quarters of a century ago, "the true college will ever have one goal—not to earn meat, but to know the aim of that life which the meat nourishes."[3] To understand what that means, one must draw a distinction between earning meat—in a job—and knowing the end and aim of life—one's work. And careful drawing of that distinction is one starting point for finding a new balance between liberal education and practical education.

What is the distinction? As Thomas F. Green defines it in *Work Leisure and the American Schools,* the labor of a job is something that must be repeated and repeated and repeated. As soon as it is done, it must be done again. The job is the food-gathering side of human existence.

Necessity and futility are its fundamental and interconnected features. Green points out that no one is free whose life is totally absorbed in the performance of labor in a job.

Work is the artisan side of human existence. Work, as a verb, is an activity; as a noun it is the completed result of that activity. We do not speak of a "life's job"; to refer to a "life's work" is quite natural, for our lives are devoted to our work.[4]

It is work so understood, then, that encourages the development of creative powers, allows the human spirit to roam, gives play to imagination, and pushes humankind to new horizons. Most people like their work. A great many do not like their jobs. They see jobs as necessary for providing the resources for doing their work.

To say that is neither to ascribe a superiority to work over jobs nor to deny the possibility, even the likelihood, that work and job can be one and the same thing, as they are for many. Those parts of a job that give one a sense of fulfillment are clearly one's work. But many jobs, even those for which skills are acquired in colleges, are essentially labor rather than work.

The distinction between work and jobs drawn here, sketchy and incomplete though it is, suggests a starting point for discussion by curriculum committees that are in earnest about preparing students in their institutions for living as well as for livelihoods.

Suppose the distinction is drawn. Suppose a commitment is made to education for work as well as for jobs. Then what? Add a course? Revise existing courses? Develop something interdisciplinary? Revamp curricula? However desirable any or all of these options might be—and they ought to be tried—they are easier to talk about than to put into effect. Constraints imposed by time, state requirements, licensing authorities, specialized accrediting agencies, and tradition stand in the way of structural changes that appear to be radical or substantial.

Language In Common

To find a direction for effective action in the face of these constraints, let us ask what lies in common among the purposes of education listed earlier (to help students find and make sense out of relationships between their life, work and jobs; see themselves and their society from different perspectives; expand and refine communication skills; explore the meaning of their doings, habits, and beliefs; and respond with both reason and feeling to their environments). What they have in common is their language. It is what philosopher Albert William Levi calls the language of the "humanistic complex," which he distinguishes from the "scientific chain of meaning." It is the language of imagination, in contrast to the language of understanding. In the humanistic complex Levi lists terms like: reality and appearance, illusion, destiny, free will, fortune, fate, drama, tragedy, happiness, and peace. The scientific chain of meaning employs such terms as: true and false propositions, error, scientific law, causality, chance, prediction, and fact.

"There is an obvious and crucial difference," Levi writes, "between the language of understanding and the language of imagination, and yet there is a paradoxical similarity between them also. The scientist is concerned with the truth and falsity of propositions, the poet with the appearances and realities of the world, and so the problem which the one deals with under rubric of 'error,' the other must consider under the heading of "illusion."' The essential characteristic of the terms of the scientific chain of meaning is "their reference to *objectivity* and *factuality*"; of those in the humanistic complex it is "their function as vehicles for the expression of *purposiveness* and *drama*."[5]

Levi's distinction is perhaps overdrawn. That both scientists and humanists should take issue with it is predictable, especially as it is abbreviated here.[6] But taken as a suggestion, it opens the way for fruitful discussions.

Imagine a curriculum committee at work. Its assignment: To find ways to upset the imbalance in the college's curricula. Assume that the purposes of education outlined at the beginning of this essay have been adapted into acceptable form without being stripped of their meaning. Assume further that distinctions between work and job similar to those drawn here have found support. The committee might then begin to compile a list of terms under the heading, "the language of the humanities." Levi's list provides a start. Added to it might be: Purpose, pleasure, hope, despair, fear, form, harmony, unity, coherence, balance, beauty, feeling, experience, existence, transcendence, image, symbol, myth, morality, value, taste, freedom, equality, welfare, justice, irony, right, wrong, good, evil, artificiality, style, victory, defeat, birth, death, and self.

Is this a language that community college students do not need to learn? Hardly. How can they be helped to learn it? Can they learn it without reading, writing, and conversing? Can they learn it without studying literature, art, music, history, and philosophy? Obviously, courses in all these fields in all curricula would be out of the question. So the issue turns: How can the language of the humanities be infused into existing courses? What new courses, crossing disciplinary lines, can help students learn the language of the humanities? To turn the issue full circle: How can the language of the humanities that is implicit in the purposes of education be used in explicit ways to accomplish these purposes?

At an early stage in the preparation of this essay, I thought it would be possible to describe some of the revision and reform efforts undertaken by persons and groups of persons who have refused to accommodate themselves to curricula and programs that have slighted the humanities.[7] When I found that I could not do justice to these efforts in a brief essay, I thought that I could at least call attention to features they hold in common. That I have done. They are all built on the language of humanities. In fact, many of the terms I have listed in the exercise were gleaned from published materials flowing from specific curriculum reform efforts in community colleges. Or, we might say, from the evidence of refusals to accommodate to the equilibrium of poverty.

Real Difficulty

Admittedly, it is not hard for committees to draw distinctions between work and jobs, as I have suggested they should do, and to apply the distinctions to curricular questions. Nor is it hard to find ways of enriching a college's offerings with the language of the humanities. Planning is easy. The real difficulty comes in translating effective work by individuals and committees into effective work in classrooms.

I gained an insight into this difficulty at a poetry reading by Howard Nemerov. In commenting on his poem, "The Little Aircraft," he remarked that there is really nothing at all to flying an airplane. The hard part, he said, lies in understanding what the air traffic controller is saying: "The only way you can make sense out of what he says is to know what he is going to say." To which he added, "That has a lot in common with teaching and poetry, doesn't it?"

Perhaps the yawning indifference that so many students bring into humanities classrooms derives from their bewilderment over what we as traffic controllers are saying. Whatever the causes, their lack of perspective and their inability to integrate the various aspects of their lives, express themselves clearly, reflect on the connectedness of things, or respond to environmental stimuli compound the problems caused by a want of basic learning skills and work schedules that permit little time for thought and study. No wonder many of them become academic shoplifters, hoping to sneak into the classroom and make off with three credits without anyone noticing them. And no wonder that even, or perhaps especially, the most gifted and dedicated teachers find their spirits and endurance tested so profoundly. No wonder accommodation to curricular poverty is widespread. It is more than a mere excuse to claim, as many faculty do, that a new curriculum is no cure for problems caused by unreachable students.

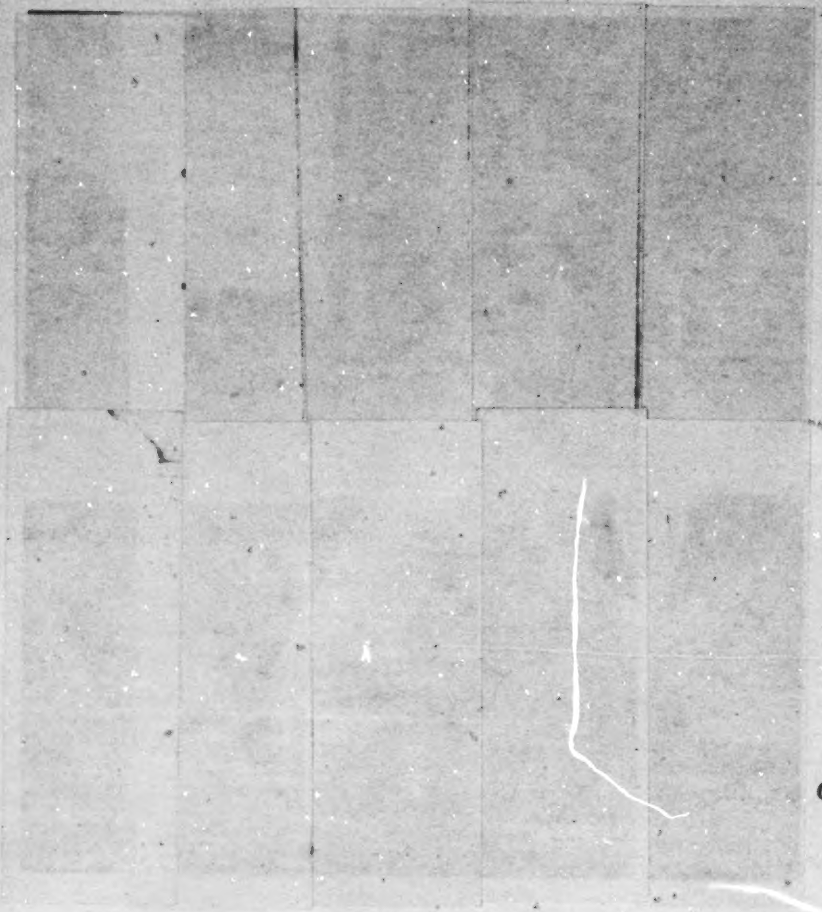
In referring to unreachable students, the indifferent and the academically disabled, I do not mean to imply that there are no exceptions or bright spots in student constituencies or that the cause is hopeless for the disabled and the indifferent. Indeed, it is wrong in many instances to speak of disabled students; perhaps we should call them "unpracticed." Helping them gain practice can be rewarding. The satisfaction that comes, for example, from reading an acceptable review of the first book a 32-year-old man had ever read, as happened to me last spring, offsets the disappointment caused by a dozen unacceptable student papers. Case studies of success among students such as this one would no doubt reveal that there are many opportunities for using the content of the humanities in remedial efforts with the unpracticed; the teacher's task is to find ways to seize them and make the most of them.

Gap Between Interest and Needs

But even success stories are not sufficient to turn back faculty discouragement and discontentment. The roots of the problem lie in the gap between the interests and needs of students and teachers. It is not a new problem; in fact, Woodrow Wilson spelled it out succinctly nearly 100 years ago when he was a young teacher at Bryn Mawr:

> *I have devoted myself to a literary life, but I do not see how a literary life can be built up on foundations of undergraduate instruction. That instruction compels one to live with the common-place, the A.B.C. of every subject, to dwell upon these with an emphasis and invention altogether disproportinate to their weight and importance; it keeps one on the dusty, century-travelled high-roads of every subject, from which one gets no outlooks except those that are catalogued and vulgarized in every guide-book. One gets weary plodding and yet grows habituated to it and finds all excursions aside more and more difficult. What is a fellow to do? How is he to earn bread and at the same time find leisure, and (in the toils of such a routine) disposition of mind for thoughts entirely detached from and elevated high above the topics of his trade?*[8]

The answers to the questions Wilson asked, and that many of us in the humanities are asking with increasing intensity today, are not easy to find. But looking for them puts us in a common quest with students. The question might well begin with an attempt to draw a distinction between our own work and our jobs. Our work is to do humanities. Some of our work is done in classrooms. Some of what we do in classrooms



and in tasks related to classrooms is simply labor, a job. Grading bluebooks, for example.

When our work is wrapped up entirely in our job and our job turns sour, so do we. If we are wise enough to recognize this and have energy enough to do something about it, we can carry on our work with good spirit despite the discouragements that come in our jobs. At the same time, we come to a closer understanding of our students, whose work and jobs are very likely separated more widely from one another than ours are.

Encouraging Faculty

Sensitive administrators can help faculty members meet the challenges that face them. For one thing, they can encourage the kind of entrepreneurship in teaching that enables teachers to bring their work into their classrooms and keep it in close harmony with their jobs. For another, they can find ways of rewarding productive enterpreneurial work done apart from the performance of assigned labor. Think of the salutary effects it would have on their teaching if faculty members were encouraged to do what their work compels them to do: To write, to paint, to act, to play, or to compose, for example. And think of the price we pay for continuing the tradition of exempting community college teachers from any obligation to do these things.

Periodically, administrators can provide teachers with opportunities for what might be called "creative disengagement" from parts of their college assignments, allowing them to devote time and energy to such things as local historical societies, museums, or community artists' and writers' groups. Specifically along this line, they can provide released time for preparing proposals for grants from the state humanities committees and administering them in their communities. Who is better poised to work with community groups—from the curious to the incarcerated to the aged—than faculty members in community colleges? Creative disengagement from regular duties to take on exceptional ones is surely a desirable alternative to the cynical detachment that eventually leads faculty members to become realtors, antique dealers, or fast-food franchisers in their moonlight hours.

Or to live by what has been dubbed the "Russian work ethic"—you pretend you're paying me a decent day's wage and I'll pretend I'm giving you a decent day's work.

There is more that administrators can do. They can resist the temptation to apply the term "accountability" in the worst of ways: By counting minutes spent in classrooms and hours spent in offices, while ignoring virtually everything else faculty members do, simply because minutes and hours are the most countable. They can recognize that faculty members' needs change as they progress through their careers and that development programs that do not attempt to match individual and institutional needs are useless.[9]

Doing these things will not insure that accommodation to the equilibrium of poverty will be overcome, but they will serve to make it less comfortable. And doing them will free administrators to call attention to the job that faculty members must do, even if it does not coincide at the moment with their work, and to demand that it be done professionally.

Much unfinished business remains. We might consider, if space allowed, such things as the contrast between the kind of reflecting the humanities encourage and the narcissistic self-contemplation that characterizes faddish pop-psych movements. The one is designed to transplant one from today's culture to the many and varied cultures of other times and places and to see one's doings in larger contexts; the other encourages shrinking the world around the "me."

We might examine the job-applicable benefits of studying the humanities. We might look into the larger question of the inherent value of humanities studies in contrast to their utilitarian value. The ties that must exist between the arts and the sciences in a liberal education deserve to be probed.

And think of what we could do if we were to take up in explicit ways moral and public policy questions relating to the humanities. How do the humanities help nursing students deal with issues of bio-medical ethics; or engineering students with problems of the environment; or criminal justice students, many of them policemen, with questions of conflict in society; or agriculture students on matters of preservation and use of resources?

These questions are particularly important in community colleges because of the way these colleges are used by those who attend them. The college years have traditionally been the years of transition between study and job. The study is preparation; the job comes later. Not so for many community college students. They reach the crossroads between study and job every day. For others, the job is not more than a year or two away. All of them face questions of work and job daily.

In light of these considerations and those presented earlier in this essay, curricular poverty is indefensible. The language of the humanities is waiting to be spoken.

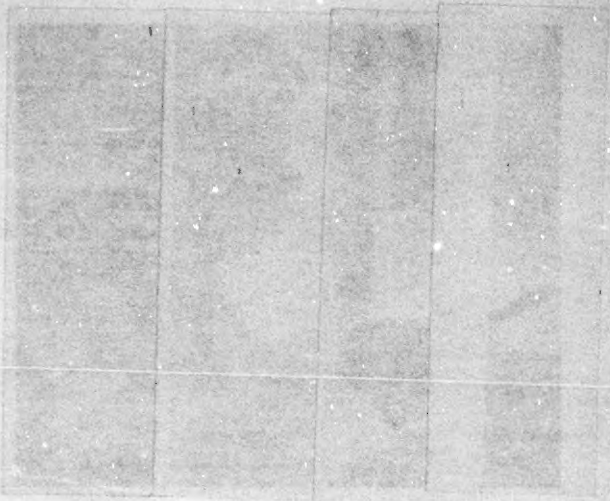
NOTES

1. Persons looking for a working definition of the humanities will find the one provided by the National Endowment for the Humanities to be useful: “The humanities are above all a way of thinking, a dimension of learning. The subjects of the humanities range from the study of great texts to the analysis of contemporary problems; the methods of the humanities are both those of particular disciplines and of broader interdisciplinary inquiry.

"According to the Act of Congress which established the Endowment, the humanities include, but are not limited to: history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches. This last category includes political theory, international relations, and other subjects primarily concerned with questions of quality and value rather than methodologies."

2. (Cambridge, Mass.: Harvard University Press, 1979)
3. *The Souls of Black Folk* (Greenwich, Conn.: Fawcett, 1961), p. 70. (Originally published in 1903.)
4. (New York: Random House, 1968).
5. *Literature, Philosophy and the Imagination* (Bloomington: Indiana University Press, 1962), pp. 44-49.
6. What is more elegantly imaginative, scientists might ask, than higher mathematics or nuclear physics? And is history an art or a science? C.V. Wedgwood: "Or is it as some have argued a hybrid between the two? The best answer is to turn the question inside out. All sciences are devoted to the quest for truth; truth can neither be apprehended nor communicated without art. History therefore is an art, like all other sciences." *The Sense of the Past* (New York: Collier Books, 1967), p. 96.
7. I had intended to describe, for example, the "Contemporary Course in the Humanities" developed by the City Colleges of Chicago, Coast Community College, and Miami-Dade; to call attention to the work done at Valencia Community College; to explain how Santa Fe Community College gave birth to an imaginative introductory course in the humanities and how Paris Junior College in Texas is struggling against the odds to find a toehold for the humanities in its various occupational curricula; and to point to the steps taken in the humanities at Mohawk Valley Community College. The National Endowment for the Humanities has played an important part in several of these efforts and in many others where individuals and groups resisting accommodation have sought assistance.

   Also deserving attention is a new textbook by two community college teachers. *The Art of Being Human: The Humanities as a Technique for Living*, by Richard Paul Janaro and Thelma C. Altshuler (New York: Harper and Row, 1979), gives the humanities some interesting twists.
8. From the private unpublished journal of Woodrow Wilson, October 20, 1887. The journal is in the Library of Congress.
9. Adaptable models for faculty development programs are found in Edgar H. Schein, *Career Dynamics: Matching Individual and Organizational Needs* (Reading, Mass.: Addison-Wesley, 1978).



The Humanities: State-Level Agencies

John N. Terrey

The humanities are important; and, in the community colleges, they are in deep trouble. What can be done by state-level agencies to help revitalize the humanities in the community colleges?

Unfortunately, the organization of community colleges is as varied as are the states; therefore, what works in one state may need to be modified before being applied in another state. What is presented in this paper is an unfinished story of one state—the state of Washington. It is helpful to note that the findings which have been reported by Arthur Cohen and Florence Brawer about the general condition of the humanities apply as well to conditions in the state of Washington. Enrollments have gone up in community colleges while, at the same time, enrollments in the humanities have declined. Teachers in the humanities feel isolated. Curricular offerings appear to be without any philosophical bonds of unity.

Vocational programs represent the growth areas in community colleges and are receiving singular attention from legislators and administrators. One person observed that to vocational students, the humanities are a necessary evil. Many students march through community colleges with barely a nod in the direction of great books, the philosophers, the historians.

The Community College Act of 1967 for Washington set forth the mission of the system and assigned specific responsibilities to both the State Board for Community College Education, with seven members, and the 22 community college districts, each with five-member governing boards. Legally, the mission requires that each community college district:

> *Offer an open door to every citizen, regardless of his academic background or experience, at a cost normally within his economic means.*
>
> *Offer thoroughly comprehensive educational training and service programs to meet the needs of both the communities and the students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature.*

There are now 27 community colleges. Between 1967 and 1977, enrollments increased from 50,000 to 150,000 students. During this period, the proportion of vocational program enrollments increased from 22 to 47 percent, while the colleges continued to provide freshman and sophomore academic studies for students interested in pursuing baccalaureate degrees. A significant contribution of the system has been that of the provision of educational opportunity and access for persons—new students—not previously served well, namely, ethnic minorities, women beyond normal "college age," senior citizens, adult high school dropouts, the unemployed, and the underemployed.

Providing Access for New Students

During the fall quarter of 1978, the average student age was 29.5. The total enrollment of 180,922 students (including 10,636 non-state funded community service students) constituted 88,671 full-time equivalents (FTE) based on 15 credit hours per FTE. Of all students, 95.7 percent were Washington residents, 53.6 percent were women, 8.9 percent were non-white, and 6.5 percent were veterans. Nearly two-thirds (65 percent) were part-time (less than 10 credit hours). Enrollments in occupational programs constituted 48.8 percent of total enrollments, while 45.9 percent were academic programs. Enrollments in general studies/academic programs were 26.5 percent, and in college transfer, 14.7 percent.

Almost 27 percent of the 14,786 graduates in 1977 transferred to Washington four-year colleges and universities. In 1977-78, a total of 8,229 adults participated in a General Educational Development program to finish their high school education.

Financial support comes principally from the state, for there is no local tax base for support of community colleges.

If the present plight of the humanities is to be altered, there must be vigorous leadership on behalf of the community colleges and the humanities by those responsible—college presidents and state directors. Leaders, if they are to be effective, must understand the community colleges and the humanities. For understandable reasons, the management revolution has had an impact on higher education. Higher education needs good management. What organization does not? But the purpose of higher education is not to be well managed.

Peter Drucker, the management authority, declares that every organization needs to ask of itself two related questions: What is our business? What should our business be?

The answer clearly should be: Our business is to provide educational services to those people who come to our institution. Management is a means to an end, not an end in itself.

Leadership is risk taking. An effective leader in the community college must have thought long and deeply about the role and mission of the community college—an activity that should foster action.

For example, where did the term "community college" originate? The first popular use of the term was in the 1947 Truman Commission report entitled *Higher Education for American Democracy*. The wording of the title itself is significant from the point of view of the humanities. The report stated: "The community college seeks to become a center of learning for the entire community, with or without the restrictions that surround formal course work in traditional institutions of higher education." This point was later reinforced in these words:

The potential effects of the community college in keeping intellectual curiosity alive in out-of-school citizens, of stimulating their zest for *learning, of improving the quality of their lives as individuals and as citizens are limited only by the vision, the energy, and the ingenuity of the college staff. . . .*

Humanities Central

Clearly within this structure, the humanities are central. In the statement of purpose in the 1965 legislation which created the National Endowment for the Humanities, there appears this clear, declarative sentence: "Democracy demands wisdom and vision of its citizens."

The humanities are not adornment; they are essential to a democratic society as well as to the learning individual. Joseph Duffey, chairman of the National Endowment for the Humanities, recently stated:

> *The task of the humanities today goes beyond the concern for preserving traditions of the past. It must include a willingness to bear a responsibility for shaping the culture of our own time; for accepting the challenge of building a social structure which nourishes rather than diminishes human self-esteem, in which the fruits of man's finest creations are in some way or another available to all citizens.*

If the community colleges are the institutions of greatest access to higher education, they must be vitally concerned with sustaining the humanities in good health for the benefit of all people who enter. In those people is vested the sovereign power of a democracy. As Edwin J. Delattre, director of the National Humanities faculty, observed: "The humanities provide us with opportunities to become more capable in thought, judgment, communication, appreciation, and action."

The leader cannot rest on supporting only the ideas currently in vogue. He must provide a vision of what can be, and he must work to design and implement a plan to translate the vision into a reality. In the community college movement, this means providing opportunity for each person to receive an education and to develop as fully as possible the potential which he represents. Richard W. Lyman, president of Stanford University, displayed leadership when he said: "The humanities and the arts help us to rise above both the trivia and the traumas of our days, and to recognize, understand, and appreciate the possibilities for good and evil, joy and despair, destruction and accomplishment that are inherent in the human condition."

If the research one reads is accurate, the humanities teachers are confronted by despair. Enrollments are down. Evidence indicates that the faculty members are isolated on campus and have isolated themselves from their professional colleagues by failing to read journals or to attend meetings. They tend to respond to the situation by seeking scapegoats. Occupational education, they contend, has attracted the students by holding out the prospects of good jobs at the expense of good minds. They argue that the humanities and the social sciences depend heavily on reading for the transmittal of subject matter, and that the students coming to the community college are less able to read well. As a consequence, the students avoid humanities classes rather than risk failure.

On the other hand, it can be argued that members of the humanities faculty have been reluctant or unable to change their teaching strategies to meet the abilities of the new students.

The subject matter has also troubled students and frustrated faculty. Students are not always able to translate the struggles of King Lear into the framework of their daily lives. Faculty have not sought out enough material like *Death of a Salesman* which reveal that tragedy is not the sole province of kings and princes. Tragedy in the Aristotelian sense can befall any person.

Jacques Barzun noted the limitations of the humanities when he wrote:

> *The humanities will not rout the world's evils and were never meant to cure those individual troubles; they are entirely compatible with those evils and troubles . . .The so-called humanities have meaning chiefly because of the inhumanity of life; what they depict and discuss is strife and disaster. The* Iliad *is not about world peace,* King Lear *is not about a well-rounded man;* Madame Bovery *is not about the judicious employment of leisure time.*

Robert Coles, on the occasion of Joseph Duffey's installation as chairman of the National Endowment for the Humanities, said, " . . .the humanities at their best give testimony to man's continuing efforts to make moral, philosophical, and spiritual sense of this world—to evoke its complexities, its ironies, inconsistencies, contradictions, and ambiguities."

Crippling Isolation

Before the humanities can be revitalized, the faculty must be revitalized. At the top of the action agenda must be a strategy for overcoming the crippling effects of isolation. The humanities faculty must be brought into contact with each other and with new approaches. The state office has a responsibility to provide workshops for the exchange of concerns and ideas. The state office has a responsibility to provide released time or extended contracts so that members of the humanities faculty can prepare new learning materials, including interdisciplinary approaches to the humanities for the college audience.

An isolated faculty, discouraged and frustrated, cannot be expected to lead the charge for revitalizing the humanities. All that can reasonably be expected from them is that they transmit to their students their own sense of frustration and discouragement. This certainly will not revitalize the humanities.

Faculty members need to be supported and to be encouraged to fight for the preservation and growth of the humanities. A. Bartlett Giamatti, president of Yale University, pointed out: "No one will articulate a coherent and useful view of the humanities if the humanities will not or cannot. If those who conceive of themselves as humanists—and they are not only academic people but all who believe in a shared core of values held by educated people through language—do not speak for themselves, no one else can or will."

Occupational education in the community college is a growth industry. In the state of Washington, virtually all the enrollment growth of the last few years can be directly attributed to occupational education. Many of the students, especially in the trades field, shun the humanities. Their goal is job preparation. As a consequence, many faculty members in the humanities feel greater discouragement and frustration.

Fragile Area of Study

One needs to remember that the humanities have always been a fragile area of study. When humanism arose as an intellectual movement during the Renaissance, it was part of a countermovement, a movement away from medieval theological preoccupations and away from the prescribed scholastic authors. The writers of classical antiquity were substituted for Thomas Aquinas. But the students during the Renaissance did not have to worry about earning a living. Economic insecurity and unemployment generate anxiety, not contemplation. Humanists should applaud occupational education and should build their important principles into the framework of occupational education instead of viewing occupational education as an enemy. No person without pride and dignity and self-respect is going to be a good student of the humanities. Therefore, if occupational education will provide pride and dignity and self-respect, support it.

In the middle 1800's, the rise of science created a severe challenge to the centrality of the humanities. This challenge was wisely addressed by John Stuart Mill in 1867 on the occasion of his inaugural address as rector at the University of St. Andrews. Mill asked: Why not both science and the humanities? His case included the famous argument:

> *Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensitive men, they*

will make themselves capable and sensitive lawyers or physicians. What professional men should carry away from a university, is not professional knowledge, but that which should direct the use of their professional knowledge, and bring the light of general culture to illuminate the technicalities of a special pursuit.

Are not auto mechanics and carpenters and dental hygienists also people? As people, are not the human verities and truths of concern to them? Two activities should be encouraged. First, the humanities must be arranged to relate to the world of occupational education. Second, the concept of lifelong education must be recognized. Because a person elects the practical aspects of a trade today does not mean that the person is to shun the humanities forever.

Why Not Mutual Respect?

Lifelong learning is a perspective, not a course of study or a program or a recipe to be laboriously pursued. It refers to learning, not education. It fits the community college concept. First, lifelong learning is individualized. Second, it utilizes learning resources locally provided. Third, it is the result of public policy which encourages individual growth. These are concepts common to the humanities. Why not both occupational education and the humanities?

One area where the humanities have been supported philosophically, practically, and financially is from the National Endowment for the Humanities and from the state-based humanities programs. The state office can be of help to the community colleges by disseminating information and encouraging the preparation of grants. During the last six years, community colleges in the state of Washington have received 48 grants from the Washington Commission for the Humanities. These grants have been funded with $394,983.76.

Programs supported by the grants have involved academic humanists and the out-of-school public. The potential for the widespread utilization of the humanities on public policy issues is a new dimension different from the study of classical antiquity. Human values are not restricted to ancient Greece and Rome.

Grants funded by the state-based programs are consistent with the statement made by Joseph Duffey at the hearings on his nomination as chairman of the NEH. He pledged "to seek to make opportunities for learning, insight, and activity in the humanities available to an ever-widening circle of the public." Since all people are human, the vicissitudes which beset people are of concern, worthy of examination by all. The humanities cannot be supported as esoteric academic studies. They have daily significance in every life.

The NEH has supported many projects in which the community colleges have been involved. One of the most popular has been Courses by Newspaper. Community forums were developed by the AACJC with funding from the NEH. In the state of Washington, one institution—Tacoma Community College—made application to the AACJC for funding on behalf of the entire system. With the seed money, Courses by Newspaper and the accompanying community forums have become regular activities. They effectively put the community in the college and the college in the community.

Addressing the Problem

Despite all these efforts, the fundamental problem remains. The humanities in the community college are in trouble. To address the problem, the state office appointed an advisory committee to ascertain the nature of the problem and to propose a course of action for corrective purposes. Arthur Cohen and Florence Brawer of the

Center for the Study of Community Colleges in Los Angeles agreed to work with the State Board for Community College Education and its advisory committee. The work of the advisory committee was aided financially by a chairman's grant from the National Endowment for the Humanities.

The advisory committee concluded that the humanities were an ''endangered species'' and that strong action was needed. A three-year grant proposal was prepared by the state office and submitted to the NEH. Ten goals were set:

1. *Survey and report on the status of the humanities in Washington community colleges.*

   Develop guidelines, survey design, plan for periodic state of the humanities surveys for campuses, including the available community resources and to disseminate widely the methods and findings. The surveys would assess current activities, including the number of students involved in the humanities credit and non-credit courses and the number and form of humanities-related community events.

2. *Advance the humanities in the community.*

   Promote community forums, symposia, lectures, and/or cultural events through non-credit courses and activities, possibly using yearly themes based upon, for instance, critical issues such as energy or coping with change.

3. *Form lay advisory committees*

   Create committees comprised of local community leaders to link humanities to the community by providing program direction, activities promotion, and student placement.

4. *Join the humanities with occupational areas.*

   Support vocational and humanities instructors in working together to build course modules relating the humanities to specific occupational areas, such as ethics and health sciences, visual pollution and the environment, aesthetics and construction, the automobile and society, consumerism and advertising.

5. *Raise enrollment in the humanities.*

   Improve the humanities program by involving humanities instructors in visiting local secondary schools to recruit students and inviting them to special campus functions, in explaining their courses to counselors, and in developing advanced credit links with colleges and universities.

6. *Build new courses.*

   Design interdisciplinary courses in the humanities to meet general educational requirements; develop courses focused on topics in the humanities that are especially for adult and non-credit learners or revise other courses that may expand the colleges' opportunities to provide humanities education to a variety of students.

7. *Invite new projects in the humanities.*

   Bring the humanities into the colleges and the communities by sponsoring speculative projects that would enhance the humanities but might not otherwise be undertaken through existing programs.

8. *Increase the number of scholarships and stipends.*

   Expand the awareness in the communities of the importance of the humanities to their areas so that individuals and corporations are encouraged to contribute funds for scholarships and stipends for students to pursue the humanities.

9. *Facilitate continuing communication and interaction among concerned parties about the humanities.*

   Begin a statewide community college humanities organization to exchange ideas and materials through informal meetings, presentations, and publications.

10. *Develop models for assessing impact.*

    Models for assessing the impact of the humanities in both traditional and nontraditional disciplinary and interdisciplinary courses and programs will be prepared and disseminated.

At its August meeting, the National Council for the Humanities funded the proposal up to $600,000. The project began on October 1, 1979, under the direction of the State Board for Community College Education with technical support from the Center for the Study of Community Colleges.

In addition to the positive steps called for in the proposal, the grant forms a basis for supplemental grants from other groups like the Washington Commission for the Humanities.

Spirited Venture

There is no "fail safe" system for revitalizing the humanities; however, in the state of Washington, with strong support from leaders within the community college system, an effort is being made which can be of value to all the community colleges in the nation. The substance of the effort is still in the womb of time, but the spirit of the venture reflects William Faulkner's words in his Nobel Prize acceptance speech in 1950:

> *I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.*

As long as there are humans, their struggles and conflicts and loves and values and judgments will shape their destiny. Humanity is fragile but priceless. So are the humanities.

Reinvigorating the Humanities: Does Finance Have a Role?

David W. Breneman
and Susan C. Nelson

The plight of the humanities in community colleges is well described by Arthur Cohen and Florence Brawer in their background paper for this Assembly, and we understand our role to be that of discussing whether (and how) the financing of community colleges as currently practiced might be aggravating the problem. If finance is a part of the problem, what might be done about it? Can financial formulas or budgetary processes be changed in ways that might strengthen the position of the humanities in the two-year colleges? Are current practices inhibiting or blocking certain types of educational or programmatic adjustments that would enhance the attractiveness of the humanities as part of the total community college curriculum? In short, is it possible that changes in finance might be an effective (or even the *most* effective) way to address the concerns that prompt this Assembly?

Neither Cause Nor Solution

Let us state our conclusion first, as a prelude to discussion and analysis. In general, we argue that finance is neither the cause nor the likely solution to the difficulties facing the humanities in community colleges. In making this strong claim, we distinguish between economic forces that are of great significance in explaining many of the trends that Cohen and Brawer document, and financing formulas employed by state and local governments.

Very little can be done by community college administrators or by state education officials to alter the broad course of the economy, with its powerful impact on the colleges; certainly, changing the financing formula cannot alter the reality of the labor market. Nor can the financing formula have much effect on the vitality or enthusiasm with which the humanities are presented in the classroom or in other educational settings. Although it is certainly proper for anyone concerned with the well being of the humanities to scrutinize the financing formula employed in his or her state, and point out problems that may be affecting those fields adversely, it is our belief that salvation does not lie in this direction.

First, let us establish the basis for our conclusions. We are currently writing a book on the financing of community colleges which will be published by the Brookings Institution in 1980. In the course of our research, we have sought to familiarize ourselves with the ways in which community colleges are currently supported, and have visited several states—including California, Illinois, Florida, Texas, Massachusetts, and Virginia for discussions with community college leaders and with state officials. Certainly one of the things we have learned is that it is nearly impossible to generalize about finance (or about virtually any other factor involving the community colleges). Nonetheless, we are willing to make a strong statement regarding the role of finance and the future of the humanities, in part to generate argument and discussion, and in part because we think it comes as close to being an accurate generalization about community colleges as any we have thus far encountered. We have no doubt, however, that there are states where our conclusions are in error, and trust that discussion during this Assembly will bring those cases out.

We should also note that our finance study is not focused explicitly on the humanities, and thus we have not raised questions in most of our interviews about the ways that a given formula helps or hinders that part of the college. Most of the observations that follow reflect our understanding of the way the various formulas operate, and the incentives that they provide. Had we set out to study the precise issue that concerns this Assembly, it is possible that our interviews would have revealed aspects of the formulas that we have missed: again, discussion should bring those points out.

Implications of Funding

In *Financial Support Patterns for Community Colleges,* 1976, James L. Wattenbarger and Paul M. Starnes identified four basic approaches in use: negotiated budget funding, unit rate formulas, minimum foundation funding, and cost-based program funding. Using these four categories, we consider how the humanities fare under each approach.

Negotiated Budgets. Wattenbarger and Starnes identify the following states as employing this approach: Colorado (the state-supported colleges), Connecticut, Delaware, Idaho, Indiana, Kentucky, Maine, Massachusetts, Rhode Island, Utah, Vermont, and Virginia. With the exception of Idaho, none of these states receives a substantial amount of revenue from local sources, as Table 1 shows. State support is negotiated directly with the state legislature or state board, and may be determined without reference to an established formula, as in Massachusetts, or may be negotiated subject to complex guidelines, as in Virginia.

There is little one can say analytically about budgets determined in this fashion since, in the absence of formulas, few rules apply. We see no reason to assume, however, that the humanities are hurt by this type of budgeting any more than are other disciplines, although it also seems clear that this form of negotiated support is unlikely to be particularly beneficial to the humanities at a time when student interest is waning. In those states where this form of budgeting results in heavy state control, with detailed, line-item oversight, and a lack of flexibility for reallocations at the campus level, the humanities may be hurt when their traditional market is shrinking.

Auditing and accountability requirements may prevent the type of redirection of talent that Cohen and Brawer recommend in their paper. One has to hope, however, that sound, innovative ideas, strongly supported and convincingly advocated by college leaders, will eventually win the day. Make-shift, expedient, ill-defined programs that appear (correctly) to state officials as little more than thinly-disguised efforts to save jobs, will not (and should not) gain support. The responsibility clearly falls on the faculty and administration to develop new proposals, and make the political case for them; if these proposals do not sell, then the general case against finance systems that block local initiative is strengthened. That problem goes beyond the immediate concerns of the humanities, and into the basic illogic of any system of community college finance that lodges this type of detailed control at the state level. Today the humanities may be the victim of this form of control, but tomorrow it may be vocational education, and the next, community services. The issue of excessive state control reaches beyond a concern for the humanities, and must be addressed in the context of a state's history and its philosophy of community college education. No "quick fix" designed to alleviate the current problems of the humanities is likely to be successful or have much lasting effect when such a basic question is at stake.

No "Quick Fix"

Unit Rate Formulas. This type of financing usually involves a fairly simple formula that awards dollars per some unit of measure, such as FTE students, credit hours, or contact hours. Although elaborations are possible, this method typically yields a flat-grant, not varying in relation to local funds provided, and often with a maximum limit or ceiling placed on state obligations. Wattenbarger and Starnes classify Alabama, Alaska, Colorado (the locally controlled colleges), Kansas, Maryland, Mississippi, Missouri, Nebraska, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, and Oregon in this category.

In its simplest form (no variation in payment for type of program or college size, and with a ceiling rate) this type of financing actually operates in favor of the humanities and against higher cost programs, for it provides an incentive to "produce" as much as possible in the lower cost areas. (For the time being, we ignore Cohen and Brawer's argument that these program cost differences are arbitrary, a product of past practices that should not be taken as a given). Put another way, a flat-grant payment with a ceiling well below unit costs provides a disincentive to offer the more expensive vocational-technical programs. To offer high cost programs in such a system is to generate deficits that have to be covered by draining resources away from other areas (including, perhaps, the humanities). In our view, the development and use of cost-based formulas under way in several states is a step in the right direction, for these formulas neutralize the undesirable incentives that flat-grant formulas create.

Minimum Foundation Funding. This approach links the amount of the state payment to the local resources available from the property tax base in order to provide a minimum amount of support per student. Its purpose is to reduce inequalities that result from wealth differences at the local level by varying the size of the state payment inversely with the level of local resources per student. This form of finance has its roots in elementary-secondary school finance as one of the earliest forms of equalization, dating back to a 1923 proposal by George Strayer and Robert Haig for the state of New York. As is evident, minimum foundation plans, and elaborations thereon, are only applicable to states that rely on local property taxes for a substantial share of community college support. As Table 1 demonstrates, local government support is negligible—less than four percent of total revenues—in 25

Table 1.
Public Two-Year Institutions: Current Funds/ Revenues, By Source, Fiscal Year 1977

State	Percent of Total Revenues					Total (thousands of dollars)
	Tuition and Fees	Federal	State	Local	Other	
Alabama	16.1	12.7	56.8	0.4	14.0	55,530
Alaska	7.8	0.9	80.4	0.2	10.8	33,954
Arizona	10.9	9.6	29.3	38.9	11.3	104,062
Arkansas	13.6	13.7	59.0	2.9	10.8	13,838
California	2.1	6.5	39.9	46.0	5.5	1,307,125
Colorado	16.7	15.9	48.1	9.1	10.1	61,668
Connecticut	19.0	7.2	67.7	0.1	6.1	36,609
Delaware	14.4	11.9	73.8	. . .	. . .	10,148
District of Columbia	. . .	. . .	. . .	. . .	. . .	. . .
Florida	22.4	7.5	62.7	0.1	7.3	170,396
Georgia	22.8	8.2	48.7	3.7	16.6	58,787
Hawaii	6.4	14.5	70.4	0.7	8.0	24,716
Idaho	9.5	19.3	45.6	13.5	12.2	11,698
Kansas	13.5	16.0	24.8	33.4	12.3	53,831
Kentucky	25.6	. . .	62.2	. . .	12.2	19,215
Louisiana	18.1	11.2	61.8	1.0	7.9	19,090
Maine	18.8	13.3	60.9	. . .	7.0	11,402
Maryland	25.1	4.9	35.8	27.4	6.8	114,216
Massachusetts	22.0	10.4	56.4	5.3	5.9	70,624
Michigan	23.1	7.7	40.7	20.4	8.2	248,985
Minnesota	22.7	8.4	57.5	0.1	11.3	139,760
Mississippi	13.8	13.0	42.2	14.8	16.2	62,405
Missouri	22.5	10.7	35.6	22.3	8.9	71,137
Montana	10.8	22.1	32.5	26.4	8.2	4,280
Nebraska	12.9	7.9	40.0	30.6	8.5	31,599
Nevada	16.7	7.7	70.1	. . .	5.4	10,189
New Hampshire	21.3	8.3	65.4	. . .	5.1	7,223
New Jersey	25.7	4.8	27.3	33.1	9.1	127,826
New Mexico	15.9	8.1	24.2	17.5	34.3	14,222
New York	28.4	4.0	38.6	22.7	6.3	489,949
North Carolina	7.3	5.5	70.9	9.8	6.5	157,366
North Dakota	18.6	10.2	43.0	2.7	25.4	17,291
Ohio	27.4	4.2	48.1	10.6	9.6	158,961
Oklahoma	15.7	5.8	52.7	7.3	18.6	47,722
Oregon	15.5	10.2	33.9	30.2	10.2	71,187

Pennsylvania	34.3	7.3	33.4	15.0	10.0	166,664
Rhode Island	18.3	2.3	71.2	...	8.2	17,000
South Carolina	19.6	15.9	49.8	7.6	7.1	53,153
South Dakota	...	...	...	...	...	...
Tennessee	15.1	9.7	66.1	0.1	9.1	46,941
Texas	13.3	4.6	56.7	10.9	14.5	339,995
Utah	12.7	12.3	59.2	0.1	15.7	24,897
Vermont	21.0	10.3	45.3	...	23.4	3,365
Virginia	22.7	9.4	65.9	...	2.1	88,053
Washington	9.2	8.6	67.3	1.0	13.9	152,182
West Virginia	19.7	9.2	56.1	...	15.0	11,885
Wisconsin	11.1	6.2	29.1	45.7	8.0	171,163
Wyoming	9.8	4.8	46.6	25.0	13.7	20,134
ALL STATES	15.4	7.2	45.3	23.5	8.6	5,412,368
EXCLUDING CALIFORNIA	19.7	7.4	47.0	16.4	9.6	4,105,243

Source: *Financial Statistics of Institutions of Higher Education*, NCES, 1977.

states; however, local tax support is important in most of the large community college states. Within that group, Wattenbarger and Starnes identify Arizona, California (pre-Proposition 13), Illinois, Michigan, Montana, New Mexico, Wisconsin, and Wyoming as employing minimum foundation plans.

Since the purpose of minimum foundation funding is to address interdistrict inequities in local wealth, this form of finance does not have any direct, differential impact on the humanities *per se*. It is typical of most foundation plans that the minimum resource guarantee is set at an unrealistically low level, and is often not adjusted sufficiently to keep pace with inflation. Moreover, most plans do not "recapture" revenue raised locally in wealthy districts and redistribute those funds to poorer districts; hence, foundation plans rarely equalize resources per student, providing instead some leveling up for the poorest districts only. The result is that the humanities suffer along with every other part of the college in lower property wealth districts, and do better in the richer districts. The main point, however, is that minimum foundation plans do not, so far as we can see, place the humanities at a disadvantage relative to any other set of community college activities.

Unrealistic Level

Cost-Based Program Funding. The final category that Wattenbarger and Starnes identify is cost-based funding, in which the level of state payment varies with the actual costs of the various instructional programs, usually determined on the basis of state-wide cost studies. This form of support is found both in states that have no local tax funding (Arkansas, Florida, Georgia, Hawaii, Louisiana, Minnesota, Nevada, Tennessee, Washington, and West Virginia), and in those that do (Iowa, North Carolina, Oklahoma, South Carolina, and Texas). Typically, as Cohen and Brawer note, the payment per unit in the humanities under these systems is lower than for the vocational/technical programs. Should that policy be seen as a form of financial discrimination against the humanities?

Although Cohen and Brawer make that argument, we do not agree. It is possible, certainly, to imagine more expensive ways to teach the humanities than are currently employed, but the forms of enrichment that Cohen and Brawer discuss are rarely found in any educational institution, public or private, community college or university. In particular, such expensive ways of presenting the humanities in community colleges are not found in states that use other than unit-cost funding, so one cannot blame the unit-cost approach for shortchanging the humanities. One might want to argue that the entire higher education community has been shortsighted and unimaginative in designing programs in the humanities, but that is a different matter than criticizing a financial method that simply costs out an old and accepted way of teaching, and uses those costs for budgeting purposes.

Earning Their Keep

We see no evidence, therefore, that the several types of financing formulas currently in use are, in and of themselves, uniquely harmful to the vigor and well being of the humanities within the community colleges. This is not to say that there are no economic or financial problems confronting these disciplines, but only to argue that the solution does not lie in finding and fixing some perverse feature in the formulas that is inflicting wounds exclusively on the humanities. Of course, there is a trivial sense in which the formulas could be made more helpful by divorcing them completely from any link to enrollments or costs, so that a lump sum is provided to every community college to underwrite faculty salaries, together with ample sums for increases in pay and for program expansion, regardless of demand. Our view, however, is that the humanities have to earn their keep, and we assume that this view is shared by the participants in this Assembly as well as by all serious and concerned humanists. Consequently, we turn next to a discussion of the economic (as opposed to financial) forces that have contributed to the problems that gave rise to the Assembly.

It is common knowledge that the labor market for young people has been depressed relative to the 1960s market throughout most of this decade. Whereas during the 1960s a student could study virtually any discipline and emerge from college with several good job offers, this has not been true in recent years. The combination of a sluggish economy, saturation in certain occupations (such as teaching) that require a degree, and the

Table 2

Associate Degrees Conferred by Institutions of Higher Education, 1965-1976 (Thousands)

	1965-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76
All curriculums	112	139	159	183	206	253	292	317	344	360	391
Transfer	NA	NA	NA	NA	NA	144	158	161	165	167	175
% of total											
occupational	NA	NA	NA	NA	NA	108	134	156	179	194	216
% of total	...	...	...	...	...	42.7	45.9	49.2	52.0	53.9	55.2

Sources: 1965-1970: *The Condition of Education, 1976*, NCES, p. 194; 1970-1975: *Digest of Education Statistics*, 1977-78, p. 126.

extraordinary increase in the numbers of young people entering the labor market (the "baby boom" generation), produced this rapid market turnaround. The result has been a striking shift of college enrollments into courses with a direct vocational tie, and the humanities have suffered dearly. Within the community colleges, these market forces have shown up in the movement away from transfer courses and into vocational/technical programs, as Table 2 shows.

The number of associate degrees awarded nationally was first reported by the National Center for Education Statistics in 1965, and, beginning in 1970, these degrees were further broken down into transfer and occupational categories. The steady increase in the percentage of associate degrees going to occupational graduates is striking, the figure jumping from 42.7 percent in 1970-71 to 55.2 percent in 1975-76. The number of occupational degrees doubled in that six-year period, while the number of transfer degrees increased by only 21 percent. Since the humanities have traditionally been concentrated in the transfer program, these shifts have operated to their disadvantage. (Remember that between 1970-71 and 1975-76 nearly 250 new community colleges opened their doors, so that the 21 percent increase was spread over an increasing number of institutions.)

Another economic factor of particular importance to community colleges has been the growth in the percentage of total enrollments accounted for by students in non-degree credit courses and programs. Table 3 provides those figures for selected years from 1954 to 1975. Over this time, non-degree enrollments increased from 19.2 to 35.4 percent of the total. Data showing how much of this noncredit enrollment is in the humanities are not available, but if, as we sus-

Table 3

Fall Enrollments: Degree and Nondegree Credit Students in Two-Year Public Institutions, 1954-75 (Thousands)

	Total	Degree Credit	Nondegree Credit
1954	261	211	50
% of total		80.8	19.2
1958	425	317	108
% of total		74.6	25.4
1962	569	458	111
% of total		80.5	19.5
1966	1,043	740	303
% of total		70.9	29.1
1969	1,648	1,170	478
% of total		71.0	29.0
1972	2,647	1,778	869
% of total		67.1	32.8
1975	3,851	2,488	1,363
% of total		64.6	35.4

Sources: 1954-1969: June O'Neill, *Resource Use in Higher Education,* pp. 63 and 67; 1972-75: NCES, *Fall Enrollments.*

pect, the humanities are not strongly represented there, then this shift is also working against them. In addition, community college enrollments are increasingly made up of older, part-time students, many of them seeking some form of career training, and the humanities are probably falling behind in their enrollments among these groups of students as well.

A Sound Way to Go

There are the forces that anyone seriously interested in strengthening the humanities in two-year colleges must confront. Financing formulas become factors only if they block a college from responding creatively to these changes by such means as integrating the humanities into the programs that are in ascendancy. We believe that introducing the humanities into other curricula is a sound approach, and are in full agreement with Cohen and Brawer on that point. We also believe that the problems that may prevent a community college from successfully making these adjustments are more likely to be attitudinal and behavioral than financial.

But what of the future? Is it possible that other forces will prompt a swing back to the humanities as traditionally taught within the transfer program? Although economists' ability to forecast accurately is little better than that of educators, one fact does loom large in all discussions of the 1980s—the decline in numbers of the 18-21 year old population. To the extent that this age group has provided a substantial portion of the full-time, transfer enrollment in two-year colleges, a decline in its size will pose a serious problem for community colleges, as well as for all institutions of higher education. The community colleges will face heavy competition from four-year colleges and universities for these students, and, coupled with the rapid growth of need-based student aid which helps to pay the higher university tuitions, we suspect that the four-year schools will make heavy inroads into this segment of the community college market. Should that occur, even a change in tastes that brings a growing proportion of students back to the humanities may not be sufficient to offset declining transfer enrollments. Thus, the movement away from the humanities that began in response to difficult labor market conditions in the 1970s seems destined to continue, as transfer enrollments drop in the 1980s. Community colleges do have a comparative advantage over other institutions, however, in occupational programs, in community services, and in serving older, part-time students, so we see those areas as continuing to grow. It would seem only prudent to assume that the issues that gave rise to this Assembly are not short-run and transient, but long-lasting and fundamental, requiring serious and sustained attention.

There is, of course, a general issue about how existing financing formulas will operate in a time of general enrollment decline. It is widely recognized that enrollment-driven formulas operate more satisfactorily on the up-side than on the down-side. When enrollments are growing, marginal (or incremental) costs of instruction are usually less than average unit costs, so formulas that pay the average rate yield a bonus to the campus. Unfortunately, when enrollments are declining, unit costs do not drop proportionately, but the formula acts as though they do, thereby penalizing the institution. This problem is not limited to the humanities, nor to the community colleges alone, but affects most public institutions of higher education. (A related problem involves the timing lags that may occur depending upon the base year involved, and whether financial adjustments are made when actual enrollments differ significantly from project enrollments.)

In some states, new formulas are being developed for an era of decline that separate costs into fixed and variable components, and such changes are to be applauded for reflecting actual cost relationships more accurately. One could extend the fixed and variable cost notion down to the departmental level, and argue that a community college is not a community college unless it has full-staffed humanities departments of a certain size and capability, regardless of enrollments. If

Like a Public Library

this notion is pushed a little farther, one might argue that community colleges should be thought of, and financed, more along the lines of a public library, which provides a certain capacity and set of resources that is somewhat independent of the annual fluctuations in usage and the changes in reading tastes that occur among the public. We do not explore these ideas in more detail here, but if they have merit, discussion at the Assembly should develop them further. What we want to stress is that while revising formulas by separating variable from fixed costs is likely to be helpful to the humanities insofar as it is helpful to the college as a whole, such modifications do not address the separate problem that concerns this Assembly—the sharp shift of enrollments away from the humanities and into other programs.

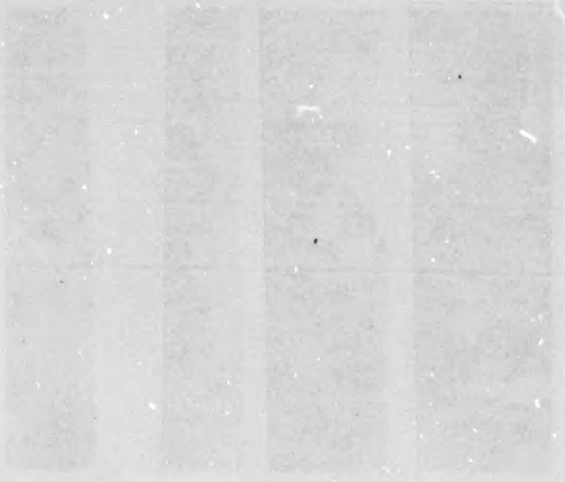
Our assignment for this Assembly was to examine current financing patterns for community colleges from the standpoint of the humanities, with an eye toward changes that might be helpful. Our principal conclusion, however, is that finance is not at the heart of the issue. Instead, we suspect that the real problem lies in the absence of imaginative ideas about how to integrate the humanities in a meaningful way into areas outside the transfer program. Making this adjustment will be a more difficult problem for those community colleges in which a sharp division between the transfer and vocational programs has developed, reflecting historical status differentials, and the belief on the part of the arts faculty that theirs alone represents the true and proper collegiate function. In some of the newer community colleges, a different philosophy has been present from the beginning, and these sharp divisions have not been allowed to develop. The Dallas County Community College District is an example of a system where the humanities and vocational programs are intermingled appropriately. Thus, the models are there, but in many of the older and more established community colleges, the changes required will be wrenching and difficult to implement. Ironically, the worsening of financial problems may provide the stimulus to change, as it becomes clear to faculty in the humanities that their influence and position in the college will diminish unless ways to adjust can be found.

We should also point out that there are economic barriers that will prevent easy solutions to these problems of programmatic adjustment, and we cite two examples. First, many of the vocational programs in community colleges are in competition with proprietary schools that offer similar training at higher tuition rates. The reason the proprietary schools can attract students despite their higher cost is that they offer and require nothing but the essential skills, and make no pretense of trying to broaden the student's education. This emphasis on pure training minimizes the time required to complete the program and find work, thus offsetting the economic disadvantage of higher tuition by a savings of time. If community colleges go too far in enriching their vocational programs with instructional modules from the humanities, thereby lengthening the programs, some students will be lost to proprietary schools. One may deplore that, but it does limit the degree of enrichment that vocational programs can sustain.

Within Budgetary Confines

Secondly, there are economic limits that prevent much shifting of current, full-time faculty into community service activities and non-credit courses. In most states, these activities are financed on a pay-as-you-go basis, with part-time instructors hired by the course at a rate far below the pro-rata share of a full-time faculty salary. A part-time instructor may be paid $800 to teach one non-credit course, with that fee covered by student charges; few full-time instructors, whose salary for one course would approximate $2,000, will be competitive in that market. If it were possible to receive the same amount of state and local subsidy for non-credit activities as for credit instruction, this problem might be overcome, but we neither foresee that happening in most states, nor are we prepared to advocate it. Thus, a large-scale shift of current, full-time faculty members out of transfer programs and into community services does not appear to be a viable option. (Of course, nothing prevents the humanities from being successfully represented in community services through the use of part-time faculty.)

We conclude that there are no easy or obvious solutions to the plight of the humanities to be found in the financial sphere. The demand for the humanities will have to depend on the ability of faculty members to convey a sense of the intrinsic value and excitement of these disciplines, coupled with an ability to relate humanistic learning to other curricula and to the world of work. We believe that clever administrators and motivated faculty will be able to accomplish these objectives within the confines of the financing formulas in use today; to presume otherwise is to engage in self-deceit.



Report of The National Planning Workshop

...of the Community College Humanities Association funded by the National Endowment for the Humanities

The Community College Humanities Association (CCHA), a newly founded organization established to promote the humanities in the nation's community and two-year colleges, sponsored the National Planning Workshop and Conference, October 18-20, 1979, in cooperation with Union College, Cranford, New Jersey.

This report submitted by Donald D. Schmeltekopf, president, CCHA, and associate professor of philosophy, Union College, expressly for the AACJC Assembly.

The Workshop brought together approximately 60 people from across the country (there were 200 in attendance at the conference). The majority were community college faculty members, but there were also participants from the ranks of two-year college administrators, four-year and graduate schools, research institutions, governmental agencies, and professional and educational associations. Nineteen states were represented, as well as Washington, D.C., and Puerto Rico.

The Workshop had two major purposes: first, to analyze the fundamental issues facing the humanities in community colleges nationwide; and, second, to formulate a set of specific proposals addressing these issues. Seven speakers who also served as consultants—among them Arthur M. Cohen, president, the Center for the Study of Community Colleges—helped to provide a basis for the various discussions that took place.

The well-publicized problems of declining enrollments in the humanities and the growth of career programs with a limited potential for encouraging critical thought and humane knowledge set the stage for the consideration of problems listed below:

1. The need for a manifest commitment to the humanities within all community colleges;
2. The sense of frustration among many of the humanities faculty members which discourages new ideas from both faculty and administrators;
3. The concern of humanities faculties with "survival" issues which deflects faculty from their real educational purposes;

4. The retreat of humanities faculties into "cynical detachment" and immobility;
5. The lack of communication between humanists themselves and between them and others who affect programs and courses;
6. The prevailing concern of humanities faculties with the transfer function to the neglect of other functions of community colleges;
7. The unsuitability of some traditional discipline courses, due in part to the lack of responsiveness of both individual faculty members and curriculum committees to the changing needs, abilities, and objectives of students;
8. The lack of integration of substantive humanistic studies into career and technical programs;
9. Inaction in the face of the needs of the community for guidance in the exploration of current issues;
10. Institutional obstacles to and lack of administrative support for the introduction of new humanities programs and courses;
11. The narrow career orientation of the contemporary student;
12. The deficiency of language and analytical skills among most students.

The following recommendations addressing these issues were proposed in the Workshop and in the working papers. Although these recommendations were not unanimously agreed to, they were generally approved.

A. To faculty members and curriculum committees:

1. Develop ways to demonstrate the value of the humanities for everyone;
2. Assess existing humanities requirements to determine if changes should be made. Some traditional discipline courses, in their present form, are doubtless inappropriate for but few students in most community colleges;
3. Develop core humanities courses that could be used, with some modification, in all career and technical programs;
4. Create courses and modules designed to capitalize on existing interests but with the potential for exploration of significant issues, e.g., examination of the role of nationalism in history, foreign cultures, decorative arts, and ethics in business or medicine;
5. Adapt, where appropriate, humanistic studies to the development of literary skills, e.g., teaching, reading, writing, and analysis while teaching philosophy;
6. Build good relations with influential members of the public, e.g., by the creation of lay advisory boards, by communication with employers and career/technical advisory committees and licensing agencies, and by inviting participation of selected local and state governmental officials in humanities programs;
7. Take initiatives to become informed about successful programs/courses in the humanities;

8. Speak with high school faculties and students about humanities studies at the college level.

B. To faculty members and administrators:

1. Reassert within the "comprehensive community college" the purpose of developing not only the merely trained but also the truly educated person. This would inspire and guide discussions and policies as well as affirm the college's legitimate educational mission;
2. Seek support for humanities programs and offerings both inside and outside the college, keeping in mind the benefits and the low relative costs of these;
3. Identify certain capabilities, of interest to students, potential employers, and public, that are directly enhanced by humanistic studies, e.g., the ability to employ language effectively, to make sound judgments, and to understand and appreciate the many dimensions of human experience. Incorporate these as the major goals of instruction in the humanities;
4. Involve the community in various programs which contain appropriate humanities content. These may be directed toward general or special (e.g., senior citizens) audiences, and may employ various means (e.g., public forums, and newspaper and television courses);
5. Use faculty humanists in fields such as drama, music, and art that involve programs for the public. Community leaders should be invited to attend or to participate in such events;

6. Lobby at local and state levels for increased funds for lifelong learning humanities activities;
7. Use funding agencies to maximum advantages for the humanities;

C. To administrators and boards:

1. Create an atmosphere of support for the humanities;
2. Make possible faculty development programs designed to encourage new ideas in the teaching of the humanities;
3. Facilitate the introduction of new programs or parts thereof with the use of existing humanities faculties;
4. Enable humanities faculties to incorporate as part of their teaching load instruction and participation in continuing education and community service;
5. Match, with released time, outside grants secured by faculty for professional development.

To the Community College Humanities Association:

D. 1. Assist in making the case for the humanities both within the community college and outside, wherever appropriate;

2. Provide opportunities for the exchange of ideas on matters of pedagogical and scholarly interest;
3. Maintain and distribute information on innovative, successful instructional programs within and beyond the traditional mode;

4. Make available research on and reports of work done on the humanities in community colleges;
5. Maintain and distribute up-to-date information on grants for humanities programs;
6. Encourage humanists to speak to those who can effect changes in the state of the humanities in community colleges;
7. Encourage the membership to play active, responsive roles in the initiation, creation, and conduct of the full spectrum of humanities-centered, nonclassroom activities;
8. Enable community college humanists to overcome their isolation by broadening the appeal for membership to administrators, career and technical faculties, and public officials;
9. Establish and maintain links with educational organizations, funding institutions, and professional associations;
10. Publish a national newsletter, conference proceedings, and a journal;
11. Obtain funds to support the activities of the CCHA;
12. Carry out or sponsor research on the humanities in community colleges;
13. Create six regional divisions of the CCHA—Pacific, Western, Southwestern, Central, Southern, and Eastern—each sponsoring divisional and local activities.

Report of the Assembly

The Assembly was held November 4-6, 1979, at Airlie House, Warrenton, Virginia. Following discussions of the background papers on the first two days, Stephen Silha drafted a report incorporating recommendations formulated in the various small group discussions. The statement was reviewed and rewritten by Assembly participants at the final session, and is presented here for further study, discussion, and action.

Community colleges have long offered and must continue to offer comprehensive education in the humanities to members of the community.

The diverse needs, abilities, and objectives of community college students pose special problems for education in the humanities. So, too, do reduced institutional support for the humanities, funding patterns which work to the disadvantage of the humanities, public expectations that colleges should concentrate on providing immediately applicable job skills, and the mistaken notion that the humanities have little to do with career needs, declining enrollments and offerings in the humanities, reductions in humanities faculties, and a sense of dispiritedness among some of those who remain.

While the nature of learning and inquiry in the humanities cannot be entirely captured in a phrase, the Assembly accepts the gist of the definition put forth by the National Endowment for the Humanities: "The humanities are above all a way of thinking, a dimension of learning. The subjects of the humanities range from the study of great texts to the analysis of contemporary problems; the methods of the humanities are both those of particular disciplines and of broader interdisciplinary inquiry.

"The concerns of the humanities extend to many social, ethical, and cultural questions which all human beings confront through the course of their lives. They thus comprise the family of knowledge that deals with what it has been—and is—to be human, to make value judgments, to select the wiser course of action. This is achieved primarily through the examination of the human experience and its implications for the present and future."

Vital Purposes

It is our conviction that there are vital purposes in teaching the humanities to students in the community college:

- to discover a sense of relationships among life, work, and circumstances;
- to understand self and society from different times and places and through different eyes;
- to expand and refine the ability to read, write, and speak;

- to reflect on the way personal origins and beliefs affect actions and values;
- to bring reason and feeling to dealing with their natural and cultural environments.

And beyond these goals for individuals, the study of the humanities has the broader effect of fostering shared understandings and cohesion in our communities.

Because these goals are vital, there should be no barriers to their accomplishment. All administrators, trustees, and faculty members must work together to strengthen and sustain the humanities in the community colleges by integrating humanities into all college programs, and strengthening existing courses.

Many teachers, administrators, and parents are already working hard and well in offering opportunities for study and learning in the humanities to students of all kinds, and they deserve greater support if the problems afflicting humanities education are to be successfully addressed.

The background papers present an accurate picture of the condition of the humanities at two-year colleges—the problems and possibilities. After reading them, Joseph Duffey, chairman of the National Endowment for the Humanities, challenged the participants in this Assembly to come up with creative ways to strengthen the humanities in community colleges and therefore increase the intellectual and critical skills of citizens.

"The humanities are not the sacred province of a select few," he said. "They are, instead, the intellectual and spiritual resources by which a society as a whole perceives and gives shape to its cultural life and legacy.

"No set of institutions is better placed, literally, than our community colleges, to insure public access to these resources—resources that are the rightful heritage of all of our citizens."

This Report, then, is a summing up of where we are and an agenda for ourselves and our colleagues as to where we go from here. Assembly participants were mostly community college presidents and deans, along with faculty members, representatives of discipline associations, national education leaders, and staff from the National Endowment for the Humanities. The Assembly made the following recommendations.

Each community college should—

1. Review, restate, or reaffirm its mission to express a commitment to the teaching of the humanities.

What to Do

2. Integrate humanities courses and approaches with other college programs, in an overall effort to improve the individual's understanding and ability to assess the history, symbols, and values of various cultures.
3. Provide increased access to the humanities for students in remedial or developmental studies.
4. Organize interested and outstanding members of the community into lay advisory committees to humanities programs in order to act as program advisors, student role models, placement and recruiting agents, and to offer assistance in noncurricular humanities offerings. These committees should include people from technical fields; conversely, technical advisory committees should include humanities representatives.

5. Create a stimulating environment for continued personal and professional growth of faculty—including fellowships, stipends, sabbaticals, in-service training, and study with colleagues from other disciplines.
6. Create councils to bridge humanities study among high schools, community colleges, four-year colleges and universities, and other institutions, such as libraries and museums.
7. Provide in-service training for counselors and instructional advisers in the content, teaching methods, and value of the humanities.
8. Identify and publicize certain capabilities—of interest to students, potential employers, and the public—that are directly enhanced by humanistic studies.
9. Undertake research to assess the humanities-related needs of their clienteles and to determine the adequacy, impact, and effectiveness of the humanities offerings.
10. Continue supporting community outreach programs, such as community forums, in the humanities.

Community college boards should—

1. Give special consideration to the structuring of humanities programs and requirements to the unique problems created by enrollment patterns of community college students, many of whom attend part-time over an extended period of time.
2. Reestablish and reaffirm the notion of comprehensiveness by committing themselves to a balanced curriculum that will include

the humanities, the sciences, occupational programs, remedial programs, and community services.

3. Review, and revise where appropriate, administrative structures, physical facilities, and budgetary formats with a view toward reduction of fragmentation and isolation.
4. Initiate liaison with legislatures and other state agencies to assure creation and maintenance of a statutory and policy framework that fosters appropriate curricular emphasis on the humanities.

Administrative leadership should—

1. Take a personal interest in leading the revitalization of the humanities throughout their institutions.
2. Stimulate ongoing self-renewal of humanities faculty, by equalizing their status on campus (if unequal) with other faculty, and by allocating resources for travel, study, participation in professional associations, or community activities.
3. Develop intramural fiscal allocations to assist those humanities instructors who teach segments of the humanities in the career, compensatory, and community education programs.
4. Provide opportunities for faculty in different positions to work together to foster harmony among humanities, occupational education, and other components of the college—and encourage a consortium approach (among institutions and among departments) to curriculum revision.
5. Provide funds for experiments and innovations in humanities programs.

6. Provide evaluation in all program areas, including the humanities.

Humanities faculty in community and junior colleges should—

1. Define, with administrators and other faculty, the specific purpose and role of the humanities in their college.
2. Study and develop new and better approaches to teaching the humanities, drawing where appropriate on resources available through various organizations.
3. Conduct a self-evaluation of the humanities curriculum, examining present programs, relationship to other departments, and needs for the future.
4. Develop course units which will provide humanities content for technical and career students.
5. Hold ongoing seminars on issues relating to quality of instruction in humanities.
6. Teach the humanities in forums, lectures, and community service off campus.

The American Association of Community and Junior Colleges should—

1. Encourage formation of an AACJC Council on the Humanities.
2. Articulate clearly the present state of the humanities and their role in the comprehensive community college mission.
3. Convene a series of regional roundtables to address ways to improve humanities offerings, particularly as they relate to occupational programs.

4. Document success stories in the humanities, and publish a directory of successful programs in community colleges.
5. Build a coalition with discipline associations in the American Council of Learned Societies so that appropriate literature from the various disciplines—languages, history, for example—would go to the departments in the community colleges.

Professional associations, such as the American Council on Education, Council on Postsecondary Accreditation, and the Education Commission of the States should—review and monitor the work of regional and specialized accrediting agencies and state and national licensing boards to assure that they give adequate weight to the contribution of the humanities in educating responsible and effective technicians.

University graduate schools should—work with community colleges to develop special programs for humanities faculty and strengthen humanities curricula in community colleges.

State governments should—provide equitable funding for the humanities disciplines, recognizing their role and importance in providing an educated and informed citizenry.

Foundations, the National Endowment for the Humanities, the Fund for the Improvement of Postsecondary Education, and other funding sources should—

1. Finance off-campus educational opportunities for humanities faculty.
2. Fund curriculum development, stressing integration of the humanities with other programs.
3. Fund community forums and other innovative community service activities that relate to the humanities.
4. Fund and encourage research for the continuous development of humanities in community colleges.

Continuing Education

The Assembly commended the National Endowment for the Humanities and its state councils for their continuing support of the humanities in community colleges. It also noted the work of the American Association for the Advancement of the Humanities, the Community College Humanities Association, the National Humanities Faculty, the Association of American Colleges, the Federation of Public Programs in the Humanities, and the American Council of Learned Societies in developing a stronger voice for the humanities in the community colleges.

Even more than today, lifelong learning will be a "given" in people's lives in the future. Community colleges will be in an even better position to assume a major responsibility for the continuing education of our citizens if they have strong humanities programs in place to augment and complement the strong vocational and technical programs they have built.

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